

## **ABSTRACT**

### **DEVELOPMENT OF TEACHING MATERIAL STUDENT WORKSHEET TO IMPROVE STUDENTS' REVERSIBLE THINKING SKILLS**

**By:**

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This study aims to determine the process and results of the development of LKPD teaching materials to improve students' reversible thinking skills, as well as test the validity, practicality, and effectiveness of the LKPD developed. This research and development refers to the steps of Borg and Gall. The subjects of the study were class VIII A students of SMP Negeri 1 Limau, Tanggamus Regency in 2021/2022. Data collection techniques use interviews, reversible thinking skills tests, and questionnaires. The results showed that the LKPD teaching materials developed were categorized as valid (feasible for use) based on the assessment of media and materials expert validators. In addition, the LKPD developed is also categorized as practical based on student assessments and responses from mathematics teachers. Based on hypothesis and proportion testing, the LKPD can improve reversible thinking ability, but it has not been effective because the proportion of students who have well-categorized reversible thinking abilities is no more than 60% of the number of students.

**Keywords:** LKPD Teaching Materials, Reversible Thinking Ability

## **ABSTRAK**

### **PENGEMBANGAN BAHAN AJAR LKPD UNTUK MENINGKATKAN KEMAMPUAN *REVERSIBLE THINKING* SISWA**

**Oleh:**

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Penelitian ini bertujuan untuk mengetahui proses dan hasil pengembangan bahan ajar LKPD untuk meningkatkan kemampuan *reversible thinking* siswa, serta menguji kevalidan, kepraktisan, dan keefektifan LKPD yang dikembangkan. Penelitian dan pengembangan ini mengacu pada langkah-langkah Borg dan Gall. Subyek penelitian adalah siswa kelas VIII A SMP Negeri 1 Limau Kabupaten Tanggamus Tahun Pelajaran 2021/2022. Teknik Pengumpulan data menggunakan wawancara, tes kemampuan *reversible thinking*, dan angket. Hasil penelitian menunjukkan bahwa bahan ajar LKPD yang dikembangkan terkategori valid (layak digunakan) berdasarkan penilaian validator ahli media dan materi. Selain itu, LKPD yang dikembangkan juga terkategori praktis berdasarkan penilaian siswa dan tanggapan dari guru matematika. Berdasarkan pengujian hipotesis dan proporsi, LKPD tersebut dapat meningkatkan kemampuan *reversible thinking*, namun belum efektif karena proporsi siswa yang memiliki kemampuan *reversible thinking* yang terkategori baik tidak lebih dari 60% dari jumlah siswa.

**Kata kunci:** Bahan Ajar LKPD, Kemampuan *Reversible Thinking*