

**PENGEMBANGAN BAHAN AJAR DIGITAL BERBASIS
LITERASI KEADILAN GENDER UNTUK MENINGKATKAN
KETERAMPILAN BERPIKIR KRITIS SISWA PADA
PEMBELAJARAN IPS**

Disertasi

Diajukan untuk memenuhi Salah Satu Syarat Memperoleh Gelar Doktor
Pendidikan dalam Bidang Pendidikan Ilmu Pengetahuan Sosial



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LEMBAR HAK CIPTA

Pengembangan Bahan Ajar Digital Berbasis Literasi Keadilan Gender Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Pada Pembelajaran IPS

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ABSTRAK

Triani Widyanti (2025). Pengembangan Bahan Ajar Digital Berbasis Literasi Keadilan Gender Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Pada Pembelajaran IPS.

Penelitian ini bertujuan untuk menghasilkan sebuah bahan ajar baru dalam pembelajaran yang mampu meningkatkan keterampilan berpikir kritis. Penelitian ini menggunakan metode *Research and Development (R&D)* dengan desain yang digunakan mengadaptasi desain penelitian *Analyze, Design, Development, Implementation, dan Evaluation (ADDIE)*. Penentuan sampel penelitian menggunakan teknik *purposive sampling* dengan pertimbangan karakteristik yang sesuai dengan penelitian ini. Lokasi penelitian dilaksanakan di SMPN 5 Garut, 4 Garut, 1 Tarogong Kaler, 2 Tarogong Kidul dan 1 Limbangan Kabupaten Garut. Data dikumpulkan melalui kuisioner, observasi, wawancara, dokumentasi dan evaluasi. Analisis data dilakukan dengan menggunakan analisis kuantitatif. Hasil penelitian yang didapatkan menunjukkan bahwa: 1) Siswa belum mendapat kesempatan yang optimal dalam menggali potensinya dengan mengkonstruksikan pengetahuannya dalam ranah berpikir kritis sehingga dibutuhkan bahan ajar yang dikembangkan sesuai dengan kebutuhan, 2) Pengembangan bahan ajar digital IPS berbasis literasi keadilan gender dinyatakan valid dan praktis digunakan dalam pembelajaran. 3) Bahan ajar digital IPS berbasis literasi keadilan gender efektif dan signifikan dalam meningkatkan keterampilan berpikir kritis siswa sebesar 78% pada uji terbatas, dan Novelty dari penelitian ini terletak pada penggabungan elemen-elemen baru dalam pengembangan bahan ajar digital, yaitu integrasi literasi keadilan gender dengan tujuan untuk meningkatkan keterampilan berpikir kritis siswa dalam pembelajaran IPS. Penelitian ini tidak hanya menekankan pada pengajaran teori, tetapi juga menciptakan pengalaman belajar yang lebih mendalam, interaktif, dan relevan dengan kehidupan siswa, menggunakan teknologi untuk mendukung pencapaian tujuan pembelajaran. Dengan demikian, bahan ajar digital IPS berbasis literasi keadilan gender direkomendasikan kepada para guru untuk diterapkan dalam pelaksanaan pembelajaran IPS di tingkat SMP untuk mengoptimalkan kemampuan berpikir kritis siswa.

Kata Kunci : *Bahan Ajar Digital, Keterampilan Berpikir Kritis, Literasi Keadilan Gender, Pembelajaran IPS*

ABSTRACT

Triani Widyanti (2025). Development of Digital Teaching Materials Based on Gender Justice Literacy to Improve Students' Critical Thinking Skills in Social Studies Learning.

This study aims to produce new teaching materials that can improve critical thinking skills. This study uses the Research and Development (R&D) method with a design adapted from the Analyse, Design, Development, Implementation, and Evaluation (ADDIE) research design. The research sample was determined using purposive sampling techniques, taking into account characteristics appropriate to this study. The research was conducted at SMPN 5 Garut, 4 Garut, 1 Tarogong Kaler, 2 Tarogong Kidul and 1 Limbangan in Garut Regency. Data was collected through questionnaires, observation, interviews, documentation and evaluation. Data analysis was performed using quantitative analysis. The results of the study showed that: 1) Students have not had optimal opportunities to explore their potential by constructing their knowledge in the realm of critical thinking, so teaching materials developed according to their needs are needed, 2) The development of digital social studies teaching materials based on gender justice literacy is valid and practical for use in learning. 3) Digital social studies teaching materials based on gender justice literacy are effective and significant in improving students' critical thinking skills by 78% in limited tests, and the novelty of this research lies in the combination of new elements in the development of digital teaching materials, namely the integration of gender justice literacy with the aim of improving students' critical thinking skills in social studies learning. This study not only emphasises teaching theory but also creates a more in-depth, interactive learning experience that is relevant to students' lives, using technology to support the achievement of learning objectives. Thus, digital social studies teaching materials based on gender justice literacy are recommended for teachers to apply in social studies teaching at secondary school level to optimise students' critical thinking skills.

Keywords: *Digital Teaching Materials, Critical Thinking Skills, Gender Justice Literacy, Social Studies Learning*

DAFTAR ISI

KATA PENGANTAR.....	v
ABSTRAK	ix
ABSTRACT	x
DAFTAR ISI.....	xi
DAFTAR GAMBAR.....	xiii
DAFTAR TABEL	xiv
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang	1
1.2 Rumusan Masalah.....	10
1.3 Tujuan Penelitian	10
1.4 Manfaat Penelitian	11
1.5 Struktur Organisasi Disertasi	12
BAB II KAJIAN TEORITIS.....	14
2.1 Kajian Filosofis	14
2.1.1 Filsafat Pendidikan Progresivisme	16
2.1.2 Filsafat Konstruktivisme	19
2.1.3 Filsafat Feminisme	26
2.1.4 Filsafat Liberalisme	28
2.2 Kajian Pembelajaran IPS Bermakna	31
2.3 Kajian Bahan Ajar Digital (<i>e-book</i>)	45
2.4 Kajian Literasi Keadilan Gender dalam IPS	50
2.4.1 Konsep Gender dalam Bahan Ajar IPS	51
2.4.2 Teori Keadilan Gender	59
2.5 Kajian Keterampilan Berpikir Kritis	68
2.6 Kajian Model PBL pada Pembelajaran IPS	78
2.7 Relevansi Keadilan Gender dalam Pembelajaran IPS.....	79
2.8 Penelitian Terdahulu yang Relevan.....	81
2.9 Kerangka Penelitian	92
2.10 Hipotesis Penelitian.....	95
BAB III METODE PENELITIAN	96
3.1 Desain Penelitian	96

3.2	Lokasi Penelitian dan Partisipan	98
3.3	Operasional Variabel	100
3.4	Definisi Konseptual dan Operasional.....	102
3.5	Teknik Pengumpulan Data	105
3.6	Analisis Data	119
3.7	Prosedur Penelitian	124
3.8	Waktu Penelitian	126
BAB IV	TEMUAN PENELITIAN	127
4.1	Tahap Analisis	127
4.2	Tahap Desain.....	139
4.3	Tahap Pengembangan	153
4.4	Tahap Implementasi	162
BAB V	PEMBAHASAN PENELITIAN	194
5.1	Gambaran Umum Lokasi Penelitian	194
5.2	Kondisi Faktual Pembelajaran IPS SMP di Kab.Garut.....	197
5.3	Pengembangan Bahan Ajar Digital IPS Berbasis Literasi Keadilan Gender Untuk Meningkatkan Keterampilan Berpikir Kritis.....	202
5.4	Efektivitas Bahan Ajar Digital IPS untuk Meningkatkan Keterampilan Berpikir Kritis Siswa	212
5.5	Keunggulan dan Kelemahan Bahan Ajar Digital IPS	214
5.6	Posisi Penelitian dengan Penelitian Serupa.....	216
BAB VI	SIMPULAN, IMPLIKASI, DAN REKOMENDASI.....	218
6.1	Simpulan	218
6.2	Implikasi.....	221
6.3	Rekomendasi	222
	DAFTAR PUSTAKA	224
	LAMPIRAN.....	236

DAFTAR GAMBAR

Gambar 2.1 Kerangka Pikir Penelitian	101
Gambar 3.1 Tahapan Pengembangan ADDIE.....	104
Gambar 4.1 <i>Layout</i> atau seting halaman lembar kerja Bahan Ajar	159
Gambar 4.2. Contoh Penyusunan Narasi/Teks Materi	160
Gambar 4.3 Contoh <i>inserting</i> foto atau gambar	160
Gambar 4.4 Daftar Gambar yang sudah <i>hyperlink</i> dengan Gambar yang ada di bagian isi/materi bahan ajar.....	161
Gambar 4.5 Contoh <i>inserting</i> Tabel dalam Bahan Ajar Digital	161
Gambar 4.6 Daftar Tabel yang sudah <i>hyperlink</i> dengan tabel yang tertera di bagian isi materi bahan ajar	162
Gambar 4.7 <i>Website App Bit.ly</i> aplikasi konversi <i>link</i> menjadi <i>barcode</i>	163
Gambar 4.8. <i>Barcode</i> sebagai fitur <i>hyperlink</i> yang sudah disisipkan untuk dapat menyimak video melalui <i>scanning</i> dengan menggunakan gawai (<i>hand phone</i>)	163
Gambar 4.9 <i>Cover</i> Depan dan Belakang Bahan Ajar Digital IPS	164
Gambar 4.10 Daftar Isi, Daftar Tabel, dan Daftar Gambar	164
Gambar 4.11 Daftar Pustaka dalam Bahan Ajar Digital	165
Gambar 4.12. Diagram Rekapitulasi Peningkatan Berpikir Kritis	178
Gambar 4.13 Rekapitulasi Nilai LKPD	179
Gambar 4.14 Diagram Persentase Rekapitulasi Ketuntasan	182
Gambar 4. 15 Hasil LKPD	186
Gambar 4. 16 Hasil LKPD	187
Gambar 4.17 Hasil LKPD	188
Gambar 4. 18 Diagram Ketuntasan Minimal X1	191
Gambar 4. 19 Diagram Ketuntasan Minimal X2.....	192
Gambar 4. 20 Diagram Ketuntasan Minimal X3.....	193
Gambar 4.21 Kerangka Bahan Ajar Final	196
Gambar 5.1 Peta Kabupaten Garut & Lokasi Penelitian.....	206

DAFTAR TABEL

Tabel 2.1 Pembelajaran IPS Kuat dan Kokoh (<i>Powerfull</i>)	39
Tabel 2.2 Indikator Keadilan Gender	58
Tabel 2.3 Indikator Keterampilan Berpikir Kritis	78
Tabel 3.1 Parameter Pemilihan Sekolah.....	106
Tabel 3.2 Sampel Penelitian	107
Tabel 3.3 Indikator Keterampilan Berpikir Kritis	108
Tabel 3.4 Lembar Observasi (Aktivitas Siswa).....	114
Tabel 3.5 Daftar Informan.....	116
Tabel 3.6 Kuesioner Keterampilan Berpikir Kritis	117
Tabel 3.7 Matriks Pengumpulan Data Penelitian Tentang Pengembangan Bahan Ajar Digital Berbasis Keadilan Gender untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik.....	121
Tabel 3.8 Penafsiran Kepraktisan Bahan Ajar Digital	127
Tabel 3.9 Interpretasi Keterampilan Berpikir Kritis.....	127
Tabel 3.10 Penafsiran Nilai Siswa	128
Tabel 3.11 Kriteria N-Gain	131
Tabel 3.12 <i>Desain One-Group Pretest-Posttest Design</i>	136
Tabel 3.13 Waktu Penelitian Pengembangan Bahan Ajar Digital Berbasis Literasi Keadilan Gender	139
Tabel 4.1 Data Penelusuran Jumlah Artikel pada <i>Publish or Perish</i>	141
Tabel 4.2 Rekapitulasi Hasil Wawancara.....	142
Tabel 4.3 Rekapitulasi Kuesioner Analisis Kebutuhan Siswa	147
Tabel 4.4 Analisis SWOT Pembelajaran IPS	149
Tabel 4.5 Aspek-aspek Penyusunan Bahan Ajar.....	154
Tabel 4.6 Sistematika Penyusunan Bahan Ajar.....	155
Tabel 4.7 Rekapitulasi Hasil Validasi Ahli Pembelajaran IPS.....	167
Tabel 4.8 Rekapitulasi Hasil Validasi Ahli Bahasa.....	169
Tabel 4.9 Rekapitulasi Hasil Validasi Ahli Teknologi Pembelajaran....	171
Tabel 4.10 Hasil Pengujian Aplikasi di berbagai <i>Device</i> dan <i>OS</i>	174
Tabel 4.11 Data Keterampilan Berpikir Kritis	178

Tabel 4.12 <i>Paired Sample t-Testi</i>	183
Tabel 4.13 Data Keterampilan Berpikir Kritis pada Uji Luas	185
Tabel 4.14 <i>Paired Sample t-Test</i>	194

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