

Development of Chemistry Teaching Modules Based on Technological Pedagogical Content Knowledge and Culturally Responsive Transformative Teaching

This research is a research and development that aims to produce teaching modules based on Technological Pedagogical Content Knowledge (TPACK) and Culturally Responsive Transformative Teaching (CRTT) on grade X chemical bonding that is feasible and practical. The development design used in this research is the Borg and Gall model with five stages of development. The limited trial in this study was conducted on 36 respondents of class X students at SMAN 1 Narmada. Data collection techniques used validity test on three experts, response questionnaires for teachers and students. Testing the validity of aspects of content feasibility, suitability for learning models, language, assessment and completeness of attachments obtained an average score using the Aiken's V index of $V=0,88$ which indicates that the TPACK and CRTT-based teaching module on chemical bonding is classified as very valid. Meanwhile, the practicality test of teaching module showed that the teacher's response to the aspects of ease of use, practicality, attractiveness and benefits of the teaching module obtained an average practicality of 90% classified as very practical, and student responses to the aspects of presentation, ease of use and benefits of learning devices obtained an average practicality of 83% classified as practical. Thus, it can be concluded that the TPACK and CRTT-based teaching module on chemical bonding class X SMAN developed is feasible to use in terms of validity and practicality.

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