

BAB V

PENUTUP

A. Kesimpulan

Berdasarkan hasil pengembangan dan pembahasan yang telah dilakukan, diperoleh beberapa kesimpulan bahwa:

1. Penelitian ini menghasilkan e-modul fisika *Socioscientific issues* (SSI) dengan model *Social Emotional Learning* (SEL) yang dikembangkan secara sistematis melalui tahapan analisis mencakup analisis kebutuhan, analisis kurikulum, serta analisis karakteristik murid. Tahap desain meliputi penyusunan instrumen penelitian, perancangan outline materi dan konstruk. Pada tahap pengembangan dilakukan produksi e-modul, validasi oleh ahli, serta revisi berdasarkan masukan validator. Tahap implementasi dilakukan melalui uji coba terbatas pada kelas XII Fase F (XII D IPA 4) MAN 2 Kabupaten Pesisir Selatan. Pada tahap evaluasi dilakukan refleksi dan penyempurnaan produk berdasarkan hasil uji coba terbatas yang telah didapatkan.
2. Kualitas e-modul yang dikembangkan memenuhi kriteria valid, praktis, dan efektif. Hasil validasi menunjukkan skor sebesar 96% dengan kategori sangat valid. Uji kepraktisan menunjukkan skor 91,5% pada kategori sangat praktis. Aspek uji coba terbatas diperoleh rata-rata nilai posttest sebesar 82,17%, berada di atas *KKTP* 75, dengan ketuntasan belajar klasikal sebesar 77,8%, serta hasil uji *One Sample t-Test* yang signifikan. Temuan ini menunjukkan bahwa e-modul terintegrasi SSI-SEL ini dapat diterapkan terhadap keterampilan literasi digital murid, khususnya pada indikator

pencarian informasi, navigasi teks, evaluasi konten, dan penyusunan pengetahuan secara kritis.

B. Saran

Berdasarkan keterbatasan dalam penelitian ini, beberapa rekomendasi untuk penelitian selanjutnya dapat dirumuskan sebagai berikut:

1. Pendidik ataupun peneliti selanjutnya diharapkan dapat mengembangkan e-modul serupa dengan topik atau materi lain dalam pembelajaran fisika guna memperkaya sumber belajar.
2. Penelitian selanjutnya perlu dilakukan perluasan sampel pada berbagai sekolah dengan karakteristik berbeda agar temuan dapat digeneralisasikan secara lebih luas.
3. Penelitian lanjutan disarankan menggunakan desain kuasi-eksperimental atau eksperimen murni dengan kelompok kontrol dan pretest–posttest untuk memperoleh gambaran pengaruh intervensi yang lebih kuat secara kausal.
4. Penelitian dapat mengembangkan e-modul serupa pada materi fisika yang memiliki karakteristik naratif konseptual yang lebih mendalam serta materi yang menuntut kemampuan perhitungan yang lebih kompleks. Diharapkan peneliti selanjutnya dapat membandingkan secara komprehensif hasil keterampilan literasi digital pada berbagai jenis materi fisika, baik yang bersifat konseptual maupun kuantitatif, sehingga diperoleh pemahaman yang lebih utuh mengenai pendekatan SSI dengan Model SEL terhadap keterampilan literasi digital murid dalam pembelajaran fisika.

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