

**PENGEMBANGAN PERANGKAT PEMBELAJARAN  
HIDROLISIS GARAM  
SAINTIFIK-INDUKTIF DENGAN MODEL *PROBLEM BASED  
LEARNING* BERBANTUAN VIDEO PEMBUKTIAN HIPOTESIS**

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**ABSTRAK**

Penelitian ini bertujuan mengembangkan dan mendeskripsikan spesifikasi dari produk perangkat pembelajaran hidrolisis garam dengan pendekatan saintifik berfasilitas video pembuktian hipotesis. Penelitian dan pengembangan (R&D) yang dilakukan mengikuti model pengembangan Luther dipadukan dengan model pengembangan Borg dan Gall (1971). Instrumen yang digunakan dalam penelitian ini, diantaranya daftar cek studi dokumen, pedoman wawancara, dan lembar penilaian produk. Produk hasil pengembangan berupa 1 unit LKPD dan video pembuktian hipotesis yang terdiri dari 3 potongan video, dengan karakteristik 1) mengikuti urutan sintak *Problem Based Learning* dengan mengakomodasi aspek-aspek kegiatan saintifik 5M (mengamati, menanya, mengumpulkan data, mengasosiasi, dan mengomunikasikan), 2) mengikuti penalaran induktif, 3) dilengkapi konten pendukung diantaranya *hyperlink*, gambar, animasi dan potongan video demonstrasi percobaan hidrolisis garam. Persentase rata-rata penilaian produk yang didapatkan yakni sebesar 96,87; 90,47; dan 93,75% masing-masing dari ahli isi, ahli media, dan ahli bahasa, serta 90,85 dan 96,34% masing-masing dari praktisi 1 dan 2. Berdasarkan persentase rata-rata penilaian tersebut, produk LKPD dan video pembuktian hipotesis hasil pengembangan memiliki validitas sangat baik. Hasil uji keterbacaan produk oleh siswa menunjukkan respon positif dan hasil pengisian LKPD menunjukkan siswa telah mampu mengisi tagihan yang diberikan.

**Kata Kunci:** LKPD, video pembuktian hipotesis, model *problem based learning*, 5M saintifik-induktif, hidrolisis garam

**THE DEVELOPMENT OF HYPOTHESIS PROVING VIDEO SEGMENTS  
ASSISTED LEARNING DEVICE INTEGRATED WITH SCIENTIFIC-  
INDUCTIVE MODEL PROBLEM BASED LEARNING  
ON SALT HYDROLYSIS MATERIAL**

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**ABSTRACT**

This study aims to develop and describe the specifications of the product of salt hydrolysis learning devices with a scientific approach facilitated by video proving the hypothesis. The research and development (R&D) is done by integrating Luther's development model and Borg and Gall's (1971) development model. The instruments used in this study include a checklist of document studies, interview guidelines, and product assessment sheets. The product developed consisted of a single LKPD unit and a hypothetical proof video made up of three frames, with characteristics 1) following the sequence of Problem-Based Learning syntax accommodating the aspects of 5M scientific activities (observing, asking, data collecting, associating, and communicating); 2) following inductive reasoning; 3) equipped with supporting content including hyperlink, images, animations, and video clips of the demonstration of salt hydrolysis experiment. The experts' validation resulted in an average percentage of assessment in a score of 96.87; 90.47; 93.75% are from the content expert, media expert, linguistic expert; 90.85; and 96.34% are from practitioner 1 and 2. Based on the average percentage of these assessments, the LKPD and videos have good validity. The results of the product readability test by students showed a positive response and the students were capable of filling out the LKPD.

**Keywords:** LKPD, hypothesis proving videos, problem-based learning, scientific approach-inductive, hydrolysis of salt