

ABSTRAK

Umami, Thessa Sahara (2026), Pengembangan *Micro Video* Berbasis *Mastery learning* terhadap Penalaran Kritis Peserta Didik Kelas VIII pada Mata Pelajaran IPS di MTs Al-Ma'ruf Denpasar. Tesis, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. I Komang Sudarma, S.Pd., M.Pd. dan Pembimbing II: Prof. Dr. Ketut Agustini, S.Si., M.Si.

Kata Kunci: *Micro video*, *Mastery learning*, Penalaran Kritis, IPS, ADDIE

Pembelajaran IPS menuntut peserta didik memiliki kemampuan penalaran kritis sebagai salah satu keterampilan abad ke-21. Namun, pembelajaran masih didominasi metode ceramah dan penggunaan bahan ajar yang kurang interaktif sehingga kemampuan penalaran kritis peserta didik belum berkembang secara optimal. Penelitian ini bertujuan untuk mengembangkan dan menguji *micro video* berbasis *mastery learning* untuk meningkatkan penalaran kritis peserta didik. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri atas tahap *Analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Penelitian dilaksanakan di MTs Al-Ma'ruf Denpasar dengan subjek penelitian peserta didik kelas VIII. Hasil penelitian menunjukkan bahwa *micro video* berbasis *mastery learning* mampu memfasilitasi pembelajaran yang lebih menarik, interaktif, dan berpusat pada peserta didik melalui penyajian materi secara ringkas, visual, dan kontekstual. Produk yang dikembangkan mendukung peserta didik dalam memahami materi secara bertahap sesuai prinsip *mastery learning* serta mendorong kemampuan analisis, evaluasi, dan penarikan kesimpulan sebagai indikator penalaran kritis. Hasil pengujian produk menunjukkan bahwa *micro video* berbasis *mastery learning* memenuhi kriteria valid, praktis, dan efektif sehingga layak digunakan dalam pembelajaran IPS untuk meningkatkan penalaran kritis peserta didik.

ABSTRACT

Umami, Thessa Sahara (2026), Development of Mastery learning-Based Micro Video to Improve Critical Reasoning of Eighth Grade Students in Social Studies Subject at MTs Al-Ma'ruf Denpasar. Thesis, Educational Technology, Graduate Program, Ganesha University of Education.

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Keywords: Micro Video, Mastery Learning, Critical Reasoning, Social Studies, ADDIE

Social Studies learning requires students to possess critical reasoning skills as one of the essential 21st-century competencies. However, learning activities are still dominated by conventional teaching methods and less interactive learning materials, resulting in limited development of students' critical reasoning skills. This study aimed to develop and evaluate a mastery learning-based micro video to improve students' critical reasoning skills. The study employed the ADDIE development model consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The research was conducted at MTs Al-Ma'ruf Denpasar involving eighth-grade students. The results showed that the developed Micro video facilitated more engaging, interactive, and student-centered learning through concise, visual, and contextual content presentation. The product supported students in mastering learning materials gradually according to Mastery learning principles and promoted analysis, evaluation, and conclusion-drawing skills as indicators of critical reasoning. The evaluation results indicated that the mastery learning-based micro video met the criteria of validity, practicality, and effectiveness, making it appropriate for Social Studies learning to improve students' critical reasoning skills.