

**ANALISIS MODUL AJAR CALON GURU BERDASARKAN  
PENDEKATAN UNDERSTANDING BY DESIGN (UBD)**

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**HALAMAN PERSETUJUAN**

**EXECUTIVE SUMMARY**

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Artikel ini berdasarkan skripsi yang berjudul “Analisis Modul Ajar Calon Guru Berdasarkan Pendekatan Understanding by Design” untuk persyaratan wisuda 2025.

Padang, 19 Maret 2025

Disetujui oleh:

Pembimbing



Dr. Syukma Netti, M.Si.

## EXECUTIVE SUMMARY

Alsyifa Nauli. 2025. **“Analisis Modul Ajar Calon Guru Berdasarkan Pendekatan Understanding by Design”** Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bung Hatta.

**Pembimbing : Dr. Syukma Netti, M.Si.**

Penelitian ini dilatarbelakangi rendahnya kualitas pembelajaran. Sementara kualitas pembelajaran sangat bergantung pada kualitas perencanaan pembelajaran atau kualitas modul ajar guru. Penelitian ini bertujuan untuk mendeskripsikan bagaimana kesesuaian modul ajar yang dirancang calon guru dengan pendekatan *Understanding by Design*.

Penggunaan pendekatan Understanding by Design (UbD) dalam merancang modul ajar memiliki dampak signifikan terhadap kualitas pembelajaran. Menurut Wiggins & McTighe (2005), UbD menekankan perancangan pembelajaran yang berfokus pada hasil belajar, dimulai dari menetapkan tujuan pembelajaran yang jelas, menentukan bukti ketercapaian, dan merancang pengalaman belajar yang bermakna. Tujuan pembelajaran harus memenuhi kriteria ABCD (Audience, Behavior, Condition, Degree) dan SMART (Specific, Measurable, Achievable, Realistic, Time-bound) untuk memastikan kejelasan dan keterukuran (Anggreana, dkk., 2022). Asesmen pembelajaran, yang mencakup *assessment of learning*, *assessment for learning*, dan *assessment as learning*, berperan penting dalam mengukur pemahaman siswa secara holistik (Anisah, 2022). Langkah pembelajaran yang dirancang dengan elemen WHERE TO (Where is it going and why, Hook, Equip, Rethink, Evaluate, Tailored, Organized) membantu menciptakan pengalaman belajar yang relevan (Wiggins & McTighe, 2005). Kesesuaian antara tujuan pembelajaran, asesmen, dan langkah pembelajaran menjadi kunci utama dalam mencapai efektivitas pembelajaran. Oleh karena itu, pendekatan UbD memerlukan pemahaman mendalam dan penerapan yang konsisten oleh calon guru untuk memastikan modul ajar yang dirancang dapat mendukung pencapaian tujuan pembelajaran secara optimal.

Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian ini adalah mahasiswa PPG calon guru bidang studi PGSD gelombang 2 tahun 2024/2025 Universitas Bung Hatta. Teknik pengumpulan data yang digunakan adalah observasi. Hasil penelitian menunjukkan bahwa adanya kesenjangan dalam kualitas modul ajar berdasarkan pendekatan *Understanding by Design*. Hal ini terlihat dari beberapa calon guru khususnya kelompok rendah kurang sesuai dengan pendekatan *Understanding by Design* sebanyak 7 orang, kelompok sedang cukup sesuai dengan pendekatan *Understanding by Design* sebanyak 21 orang dan kelompok tinggi sesuai dengan pendekatan *Understanding by Design* sebanyak 5 orang. Maka dapat disimpulkan modul ajar yang dirancang oleh mahasiswa PPG calon guru bidang studi PGSD belum sepenuhnya sesuai dengan pendekatan *Understanding by Design*. Ketidaksesuaian ini sering ditemukan dalam merancang asesmen pembelajaran dan langkah pembelajaran.

**Kata Kunci: Modul Ajar, *Understanding by Design***

## EXECUTIVE SUMMARY

Alsyaifa Nauli. 2025. "**Analysis of Prospective Teacher Teaching Modules Based on the Understanding by Design Approach**" Primary School Teacher Education Thesis, Faculty of Teacher Training and Education, Bung Hatta University.

**Supervisor: Dr. Syukma Netti, M.Si.**

This research is motivated by the low quality of learning. Meanwhile, the quality of learning heavily depends on the quality of lesson planning or the quality of teaching modules designed by teachers. This study aims to describe the extent to which teaching modules designed by prospective teachers align with the Understanding by Design (UbD) approach.

The use of the Understanding by Design (UbD) approach in designing teaching modules has a significant impact on the quality of learning. According to Wiggins & McTighe (2005), UbD emphasizes designing learning that focuses on learning outcomes, starting with setting clear learning objectives, determining evidence of achievement, and designing meaningful learning experiences. Learning objectives must meet the ABCD criteria (Audience, Behavior, Condition, Degree) and SMART criteria (Specific, Measurable, Achievable, Realistic, Time-bound) to ensure clarity and measurability (Anggreana et al., 2022). Learning assessments, which include assessment of learning, assessment for learning, and assessment as learning, play a crucial role in measuring students' understanding holistically (Anisah, 2022). The learning steps designed with the WHERE TO elements (Where is it going and why, Hook, Equip, Rethink, Evaluate, Tailored, Organized) help create relevant learning experiences (Wiggins & McTighe, 2005). The alignment between learning objectives, assessments, and learning steps is key to achieving learning effectiveness. Therefore, the UbD approach requires a deep understanding and consistent application by prospective teachers to ensure that the teaching modules designed can optimally support the achievement of learning objectives.

This research uses a qualitative approach with a descriptive method. The subjects of this study are students of the PPG (Professional Teacher Education) program for prospective elementary school (PGSD) teachers, batch 2 of the 2024/2025 academic year at Bung Hatta University. The data collection technique used is observation. The results of the study show that there is a gap in the quality of teaching modules based on the Understanding by Design approach. This is evident from several prospective teachers, particularly in the low group, where 7 individuals showed less alignment with the Understanding by Design approach, 21 individuals in the moderate group showed sufficient alignment, and 5 individuals in the high group showed alignment with the Understanding by Design approach. Therefore, it can be concluded that the teaching modules designed by PPG students, prospective PGSD teachers, are not fully aligned with the Understanding by Design approach. This misalignment is often found in the design of learning assessments and learning steps.

**Keywords:** *Teaching Module, Understanding by Design*

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