Abstrak

Penelitian ini bertujuan untuk menganalisis kepraktisan modul pembelajaran yang dikembangkan berbasis Pendekatan Matematika Realistik berbantuan *software autograph*, untuk menganalisis keefektivan modul pembelajaran yang dikembangkan berbasis Pendekatan Matematika Realistik berbantuan *software autograph*, serta untuk mendeskripsikan peningkatan kemampuan berpikir kreatif matematis siswa melalui modul pembelajaran yang dikembangkan berbasis Pendekatan Matematika Realistik berbantuan *software autograph*. Data diperoleh melalui lembar validitas modul pembelajaran terdiri dari lembar validasi RPP dan lembar validasi tes kemampuan kreatif matematis, angket respon siswa dan pedoman wawancara guru terhadap modul pembelajaran dan instrumen efektivitas modul pembelajaran dilihat dari hasil tes kreatif matematis siswa. Pengembangan modul dalam penelitian ini menggunakan model pengembangan Thiagarajan, Semmel dan Semmel, yaitu model 4-D (*define, design, develop, disseminate*). Hasil penelitiannya yaitu siswa dan guru menyatakan bahwa perangkat yang dikembangkan mudah digunakan, kemampuan berpikir kritis siswa memperoleh ketuntatasan klasikal dengan presentase 87,5%, kadar aktifitas siswa memenuhi kriteria toleransi waktu ideal yang ditetapkan, respon siswa terhadap komponen-komponen perangkat pembelajaran dan kegiatan pembelajaran adalah positif. Peningkatan kemampuan berpikir kreatif pada ujicoba I sebesar 77,9 meningkat pada ujicoba II menjadi 81,64.

Keywords: Pengembangan Modul, Pendekatan Matematika Realistik, Kemampuan Berpikir Kreatif Matematis, Autograph

Abstract

This study aims to analyze the practicality of the learning modules developed based on the Realistic Mathematical Approach with autograph software, to analyze the effectiveness of the learning modules developed based on the Realistic Mathematical Approach assisted by autograph software, and to describe the improvement of students' mathematical creative thinking abilities through learning modules developed based on the Mathematical Approach. Realistic assisted autograph software. The data were obtained through the learning module validity sheet consisting of the lesson plan validation sheet and the mathematical creative ability test validation sheet, student response questionnaires and teacher interview guidelines for the learning module and the learning module effectiveness instrument seen from the students' mathematical creative test results. Module development in this study uses the Thiagarajan, Semmel and Semmel development models, namely the 4-D model (define, design, develop, disseminate). The results of the research were students and teachers stated that the developed device was easy to use, the students' critical thinking ability obtained classical completeness with a percentage of 87.5%, the level of student activity met the ideal time tolerance criteria set, student responses to the components of learning devices and learning activities is positive. The increase in creative thinking skills in the first try was 77.9, an increase in the second try to 81.64.

Keywords: Module Development, Realistic Mathematical Approach, Mathematical Creative Thinking Ability, Autograph