CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the research that has been done by researchers, namely developing worksheets based on a realistic mathematical approach with etnomatematic nuances to improve students' mathematical communication skills using the ADDIE model, namely (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. Therefore, researchers obtained conclusions as described below:

1. The quality of worksheets that have been developed with a realistic mathematical approach with ethnomathematics nuances to improve mathematical communication skills on quadrilaterals and triangles has met the aspects of validity, practicality, and effectiveness. In terms of the validity aspect, the LKPD that was developed met the validity criteria based on the assessment of the material and media validators, with the acquisition of an average score of 3.62 and 3.68 respectively, both of which were in the proper category. In terms of practicality, the LKPD that was developed was stated to be practical based on the results of the student and teacher response questionnaires. From the results of the student response questionnaire, the practicality value of the product was 82,25% and the results of the teacher's response questionnaire obtained a practicality value of 91,6%. Because the results of the student and teacher response questionnaires are in the 76% -100% range, the LKPD is categorized as very practical. Viewed from the aspect of effectiveness, the RME-based LKPD developed with ethnomathematics nuances was declared effective. This can be seen from: (a) the achievement of classical learning completeness, namely as many as 86,66% of students who take part in learning achieve a score of ≥65, (b) the achievement of indicators/acquisition of learning objectives, where the average individual

learning completeness is 80.03, and (c) learning time using LKPD with a realistic mathematical approach with ethnomathematics nuances is the same as regular learning time and students give positive responses to learning.

2. Increasing learning outcomes in the mathematical communication skills of students who were given learning using RME-based LKPD with ethnomathematics nuances obtained an average increase of 24.38, from the initial ability test (pretest) where the average student was 55.62 increasing to 80.00 on the final ability test (posttest). And based on the Gain analysis, it was obtained that the average increase in students' mathematical communication abilities as a whole was 0.6, of which 43.33% experienced an increase in the medium category and 30% experienced an increase in the high category.

5.2. SUGGESTION

1. The LKPD produced using a realistic mathematical approach with ethnomathematics nuances has fulfilled valid, practical, and effective aspects so that researchers suggest to teachers to be able to utilize the LKPD that has been produced to be able to assist in increasing the potential of junior high school students in improving mathematical communication skills on quadrilateral material and triangle.

2. LKPD with a realistic mathematical approach with ethnomathematics nuances produced can be used as a reference and reference used for development on LKPD with other materials, which aims to be able to develop the potential for increasing students' mathematical communication skills in general, at different levels, which can support the learning process.