

## ABSTRAK

**Nada Yolanda br Tarigan. NIM 4163311045 (2023). Pengembangan Modul Matematika Berbasis Etnomatematika Untuk Meningkatkan Pemahaman Konsep Matematis Siswa di Kelas VII SMP Swasta Santa Maria Kabanjahe.**

Penelitian ini bertujuan untuk menghasilkan modul matematika yang berbasis etnomatematika untuk meningkatkan kemampuan pemahaman konsep siswa yang berkualitas berdasarkan aspek kevalidan, kepraktisan dan keefektifan. Penelitian ini termasuk dalam penelitian pengembangan dengan menggunakan tipe pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Subjek penelitian ini adalah peserta didik kelas VII SMP Swasta Santa Maria Kabanjahe yang berjumlah 30 orang. Hasil penelitian menunjukkan bahwa modul matematika berbasis etnomatematika telah berhasil dikembangkan yang berkualitas dari aspek kevalidan kepraktisan, dan keefektifan. Hasil validasi ditunjukkan dari validitas isi oleh pakar ahli yang menyatakan “modul dapat digunakan tanpa revisi” dan validitas modul dinyatakan “valid”. Kepraktisan dilihat dari angket respon peserta didik tahap *one to one* sebesar 70%, respon guru sebesar 81,25% dan kelas kecil sebesar 91,66%, ketiga hasil tersebut menunjukkan besaran skor lebih dari 50% responden memberikan respon positif. Keefektifan dilihat dari ketuntasan belajar klasikal sebesar 93,33%, ketercapaian indikator sebesar 92%, 87%, 96%, 77%, dan 89% untuk tiap indikator dan respon siswa positif sebesar 92%.

**Kata Kunci:** Modul Matematika, Pemahaman Konsep Matematis, Etnomatematika, ADDIE



## ABSTRACT

**Nada Yolanda br Tarigan. NIM 4163311045 (2023). Development of an Ethnomatematics Based Mathematics Module to Improve Understanding of Mathematical Concepts for Class VII Students Junior High School of Santa Maria Kabanjahe.**

This study aims to produce an ethnomatematics-based mathematics module to improve students' conceptual comprehension skills of quality based on aspects of validity, practicality and effectiveness. This research is included in development research using the ADDIE development type (Analysis, Design, Development, Implementation, Evaluation). The subjects of this research were 30 class VII students of Santa Maria Kabanjahe Private Middle School. The results of the research show that an ethnomatematics-based mathematics module has been successfully developed which is of quality from the aspect of validity, practicality, and effectiveness. The results of the validation are shown from the validity of the content by experts who state "the module can be used without revision" and the validity of the module is declared "valid". Practicality can be seen from the student response questionnaire at one to one stage of 70%, teacher response of 81.25% and small class of 91.66%, these three results show a score of more than 50% of respondents giving a positive response. Effectiveness is seen from the classical learning completeness of 93.33%, achievement indicators of 92%, 87%, 96%, 77%, and 89% for each indicator and positive student responses of 92%.

**Keywords:** Math Module, Concept Understanding, Ethnomatematics, ADDIE

