ABSTRAK

Jovita Nathania Sitepu, NIM 4173111035 (2017). Pengembangan Modul Pembelajaran Matematika Berbasis Etnomatematika dengan Pendekatan Matematika Realistik pada Materi Operasi Hitung Bilangan Pecahan.

Penelitian ini bertujuan untuk menghasilkan modul pembelajaran matematika berbasis etnomatematika dengan pendekatan matematika realistik pada materi operasi hitung bilangan pecahan yang berkualitas berdasarkan aspek kevalidan, kepraktisan, dan keefektifan. Penelitian ini termasuk dalam penelitian pengembangan dengan menggunakan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Subjek penelitian ini adalah peserta didik SMP Negeri 21 Medan yang berjumlah 30 responden.

Berdasarkan hasil analisis menunjukkan bahwa modul pembelajaran matematika tersebut telah berhasil dikembangkan yang berkualitas dari aspek kevalidan, kepraktisan, dan keefektifan. Hasil validasi ditunjukkan dengan hasil uji validitas modul pembelajaran diperoleh nilai rata-rata total kevalidan 93,14% oleh ahli materi, dan 91,20% oleh ahli media untuk desain modul. Kepraktisan dilihat dari angket respon peserta didik tahap *one to one* sebesar 94,44%, respon guru sebesar 91,67% dan hasil uji kelas kecil sebesar 95,83%. Ketiga hasil tersebut menunjukkan besaran skor lebih dari 50% responden memberikan respon positif. Keefektifan dilihat dari ketuntasan belajar individual sebesar 84,67%, ketuntasan belajar klasikal sebesar 93,33%, dan respon positif peserta didik sebesar 95,83%.

Kata Kunci : Modul, Etnomatematika, Pendekatan Matematika Realistik, ADDIE

ABSTRACT

Jovita Nathania Sitepu, NIM 4173111035 (2017). Development of Ethnomathematics-Based Mathematics Learning Module with Realistic Mathematics Approach on Fractional Counting Operation Material.

This study aims to produce an ethnomathematics-based mathematics learning module with a realistic mathematical approach to quality fractional arithmetic operations material based on aspects of validity, practicality, and effectiveness. This research is included in development research using the ADDIE development model (*Analysis, Design, Development, Implementation, Evaluation*). The subjects of this study were students of SMP Negeri 21 Medan, totaling 30 respondents. Based on the results of the analysis, it is shown that the mathematics learning module has been successfully developed which has quality in terms of validity, practicality, and effectiveness. The results of the validation are shown by the results of the learning module validity test, the average value of total validity is 93.14% by material experts, and 91.20% by media experts for module design. Practicality can be seen from the questionnaire responses of students in the *one to one* stage of 94.44%, teacher responses of 91.67% and small class test results of 95.83%. These three results show that more than 50% of the respondents gave a positive response. The effectiveness is seen from individual learning mastery of 84.67%, classical learning mastery of 93.33%, and positive student responses of 95.83%.

Keywords: Module, Ethnomathematics, Realistic Mathematics Approach, ADDIE