

ABSTRAK

Gembira J. Valentino (4172111007). Pengembangan E-Modul Matematika Berbasis Pendekatan Kontekstual dengan Menggunakan *Book Creator* untuk Meningkatkan Minat dan Hasil Belajar Siswa

Penelitian ini dilakukan untuk mengembangkan e-modul matematika berbasis pendekatan kontekstual dengan menggunakan *Book Creator* yang memenuhi kategori valid, praktis, dan efektif. Sehingga e-modul ini berguna untuk meningkatkan minat dan hasil belajar siswa. Prosedur dalam penelitian ini merujuk pada model pengembangan ADDIE (*Analysis, Design, Development, Implementation, dan Evaluation*). Instrumen yang dipakai dalam penelitian ini adalah lembar validasi materi, lembar validasi media, lembar validasi RPP, angket respon siswa dan guru, soal tes, serta RPP untuk mendukung proses uji coba. Subjek untuk uji coba e-modul matematika ini berjumlah 25 orang siswa. Hasil penelitian menunjukkan bahwa: (1) E-modul matematika dinyatakan valid sehingga layak digunakan dilihat dari segi materi dan media (96,8% dan 96,6%) dengan kategori sangat valid; (2) E-modul matematika telah memenuhi kriteria kepraktisan dilihat dari hasil angket respon guru dan siswa (90% dan 85%) dengan kategori sangat praktis; (3) E-modul matematika dinyatakan efektif dilihat dari hasil angket respon siswa terhadap minat belajar dengan persentase 89,2% dan sebanyak 87,5% siswa telah memenuhi syarat ketuntasan hasil belajar. Berdasarkan analisis dalam penelitian, diperoleh *n-gain* sebesar 0,83 sehingga e-modul matematika dalam kategori sangat efektif dalam meningkatkan minat dan hasil belajar siswa.

Kata Kunci: E-modul Matematika, Pendekatan Kontekstual, *Book Creator*, Minat dan Hasil Belajar Siswa

ABSTRACT

Gembira J. Valentino (4172111007). Development of Mathematics E-Modules Based on a Contextual Approach Using Book Creator to Increase Student Interest and Learning Outcomes

This research was conducted to develop a mathematics e-module based on a contextual approach using Book Creator which meets the valid, practical, and effective categories. So this e-module is useful for increasing student interest and learning outcomes. The procedure in this research refers to the ADDIE (Analysis, Design, Development, Implementation and Evaluation) development model. The instruments used in this research were material validation sheets, media validation sheets, lesson plan validation sheets, student and teacher response questionnaires, test questions, and lesson plans to support the trial process. The subjects for this mathematics e-module trial were 25 students. The research results showed that: (1) The mathematics E-module was declared valid and therefore suitable for use in terms of material and media (96.8% and 96.6%) in the very valid category; (2) The mathematics e-module has met the practicality criteria seen from the results of the teacher and student response questionnaire (90% and 85%) in the very practical category; (3) The mathematics e-module was declared effective as seen from the results of the student response questionnaire regarding interest in learning with a percentage of 89.2% and as many as 87.5% of students had fulfilled the requirements for complete learning outcomes. Based on the analysis in the research, an n-gain was obtained of 0.83 so that the mathematics e-module in the category was very effective in increasing student interest and learning outcomes.

Keywords: Mathematics E-module, Contextual Approach, Book Creator, Student Interests and Learning Outcomes