

Siti Muslikah. 2024. Pengembangan Modul Pembelajaran Matematika Berbasis Kontekstual Kelas VI SDN Banyuajuh 9 Kamal Bangkalan. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Umi Hanik, S.Pd., M.Pd.

ABSTRAK

Tujuan penelitian pengembangan ini adalah (1) mengetahui kevalidan modul pembelajaran matematika berbasis kontekstual kelas VI SDN Banyuajuh 9 Kamal Bangkalan (2) mengetahui kemenarikan modul pembelajaran matematika berbasis kontekstual kelas VI SDN Banyuajuh 9 Kamal Bangkalan, (3) mengetahui keefektifan modul pembelajaran matematika berbasis kontekstual kelas VI SDN Banyuajuh 9 Kamal Bangkalan. Pengembangan ini menggunakan model 4D yang memiliki 4 tahapan yakni, tahapan *define* (pendefinisian), *design* (perancangan), *develop* (pengembangan) dan *dessiminate* (penyebarluasan). Subjek penelitian adalah siswa kelas VI SDN Banyuajuh 9 Kamal Bangkalan. Berdasarkan hasil validasi para ahli didapatkan hasil persentase sebagai berikut, ahli materi 93,18% (sangat valid), ahli bahasa 95,45% (sangat valid), ahli bahan ajar 95% (sangat valid) dan ahli desain pembelajaran 86,54% (sangat valid). Keefektifan modul diperoleh dari hasil belajar klasikal siswa dengan perolehan persentase 100% dengan kategori sangat efektif. Kemenarikan modul diperoleh dari hasil angket respon guru sebesar 85% dan hasil angket respon siswa pada saat uji coba implementasi sebesar 89,90% (sangat menarik). Berdasarkan hasil penelitian maka modul pembelajaran matematika berbasis kontekstual dikatakan valid, efektif dan menarik sehingga dapat digunakan pada materi operasi hitung campuran bilangan cacah dan pecahan kelas VI Sekolah Dasar.

Kata Kunci: modul pembelajaran, pendekatan pembelajaran kontekstual

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ABSTRACT

The objectives of this development research are (1) to determine the validity of the contextual-based mathematics learning module for class VI SDN Banyuajuh 9 Kamal Bangkalan (2) to determine the attractiveness of the contextual-based mathematics learning module for class VI SDN Banyuajuh 9 Kamal Bangkalan, (3) to determine the effectiveness of the contextual-based mathematics learning module class VI at SDN Banyuajuh 9 Kamal Bangkalan. This development uses a 4D model which has 4 stages, namely, define, design, develop and disseminate. The research subjects were class VI students at SDN Banyuajuh 9 Kamal Bangkalan. Based on the expert validation results, the following percentage results were obtained, material experts 93.18% (very valid), language experts 95.45% (very valid), teaching materials experts 95% (very valid) and learning design experts 86.54% (very valid). The effectiveness of the module is obtained from students' classical learning results with a percentage of 100% in the very effective category. The attractiveness of the module was obtained from the results of the teacher response questionnaire of 85% and the results of the student response questionnaire during the implementation trial of 89.90% (very interesting). Based on the research results, the contextual-based mathematics learning module is said to be valid, effective and interesting so that it can be used in material on mixed counting operations and fractions for class VI elementary schools.

Keywords: learning module, contextual learning approach