

ABSTRAK

Susanti Bobrik (2024). *Desain Dan Pengembangan Modul Ajar Kurikulum Merdeka Berbasis Konteks Matematika Realistik pada materi konsep pecahan di kelas III SD*. Pembimbing Dr. Wahid Umar, S.Pd.,M.Pd dan Wawan Suprianto S.Pd.,M.Pd.

Penelitian ini bertujuan untuk mengetahui kevalidan, kepraktisan dan keefektivan desain dan pengembangan modul ajar kurikulum merdeka berbasis konteks matematika realistik untuk digunakan sebagai perangkat pembelajaran kelas III SD. Penelitian ini adalah penelitian pengembangan/ *research and development* (R&D) dengan menggunakan model ADDIE. Instrumen yang digunakan adalah lembar observasi, angket, soal tes dan dokumentasi. Adapun teknik analisis data yang digunakan adalah analisis data deskriptif kualitatif dan kuantitatif.

Berdasarkan analisis data, disimpulkan bahwa penggunaan modul ajar kurikulum merdeka berbasis konteks matematika realistik di desain dinyatakan valid, praktis dan efektif bagi siswa kelas III SD pada materi konsep pecahan. Hal ini ditunjukkan dengan perolehan rata-rata skor kevalidan modul ajar kurikulum merdeka 93,65%, rata-rata skor kepraktisan modul ajar kurikulum merdeka 93,88% dan rata-rata skor keefektivan modul ajar diperoleh dari *asesemen sumatif* hasil belajar siswa dengan rata-rata 77. Penggunaan modul ajar kurikulum merdeka berbasis konteks matematika realistik dapat dikategorikan valid, praktis dan efektif, hal ini berdasarkan perolehan rata-rata skor yang telah diujicobakan.

Kata Kunci: Desain, ADDIE, Modul Ajar, RME, Konsep Pecahan

ABSTRACT

Susanti Bobrikit (2024). *Design and Development of Independent Curriculum Teaching Modules Based on Realistic Mathematics Context on fraction concept material in grade III of elementary school.* Supervisors Dr. Wahid Umar, S.Pd., M.Pd and Wawan Suprianto S.Pd., M.Pd.

This study aims to determine the validity, practicality and effectiveness of the design and development of independent curriculum teaching modules based on realistic mathematical contexts to be used as a learning tool for grade III elementary school. This research is a research and development (R&D) using the ADDIE model. The instruments used are observation sheets, questionnaires, test questions and documentation. The data analysis techniques used are qualitative and quantitative descriptive data analysis.

Based on data analysis, it was concluded that the use of independent curriculum teaching modules based on realistic mathematical contexts in the design was declared valid, practical and effective for grade III elementary school students on fraction concept material. This is indicated by the average validity score of the independent curriculum teaching module of 93.65%, the average score of the practicality of the independent curriculum teaching module of 93.88% and the average effectiveness score of the teaching module obtained from the summative assessment of student learning outcomes with an average of 77. The use of independent curriculum teaching modules based on realistic mathematical contexts can be categorized as valid, practical and effective based on the average score that has been tested.

Keywords: Design, ADDIE, Teaching Module, RME, Fraction Concept