

## ABSTRAK

### “PENGEMBANGAN MODUL AJAR BERDIFERENSIASI MATA PELAJARAN MATEMATIKA KELAS IV SD MATERI PECAHAN”

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Latar belakang pengembangan modul ajar beridferensiasi ini dikarenakan adanya keberagaman kebutuhan siswa dalam belajar dan permasalahan siswa terhadap mata pelajaran matematika khususnya materi pecahan. Tujuan penelitian adalah mengembangkan modul ajar berdiferensiasi dan mengetahui kualitas modul ajar berdiferensiasi. Penelitian ini menggunakan jenis penelitian *Research and Development* tipe ADDIE yaitu yaitu *Analyze, Design, Development, Implementation, dan Evaluation*. Instrumen penelitian ini menggunakan observasi, wawancara, dan kuesioner. Subjek yang terlibat dalam penelitian ini yaitu 18 siswa kelas IV SD.

Melibatkan tiga validator dalam uji validasi produk. Hasil kualitas modul pembelajaran berdasarkan tiga validator termasuk kategori “sangat baik” dengan rata – rata skor 3,27 dari skor maksimal 4. Uji coba produk terhadap 18 siswa menghasilkan peningkatan sebesar 62,89% dari rata – rata nilai pretest yakni 53,88 menjadi rata rata 87,77 pada posttest. Hal ini menunjukkan penggunaan modul ajar matematika materi pecahan yang dikembangkan layak digunakan.

**Kata kunci** : pembelajaran berdiferensiasi, modul ajar matematika, pecahan

**ABSTRACT**

**DEVELOPMENT OF DIFFERENTIATED TEACHING MODULES FOR  
CLASS IV ELEMENTARY SCHOOL MATHEMATICS SUBJECT  
FRACTION**

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*The development background of this differentiated teaching module is due to the diversity of students' learning needs and their difficulties with mathematics, particularly in the topic of fractions. The research aims to develop a differentiated teaching module for elementary school and to assess the quality of the module. This study adopts the Research and Development method, specifically the ADDIE model: Analyze, Design, Development, Implementation, and Evaluation. Research instruments include observation, interviews, and questionnaires. The subjects involved in this study are 18 fourth-grade students from elementary school.*

*Three validators were involved in validating the product. The quality of the learning module, based on the assessment of the three validators, falls into the "excellent" category with an average score of 3,27 out of a maximum score of 4. Testing the product with 18 students resulted in a 62,89% improvement from an average pretest score of 53,88 to an average posttest score of 87,77. This indicates that the use of the developed mathematics teaching module on fractions is appropriate.*

**Keywords:** *differentiated learning, mathematics teaching module, fractions*