

ABSTRAK

“PENGEMBANGAN MODUL AJAR PEMBELAJARAN BERDIFERENSIASI PADA MATA PELAJARAN MATEMATIKA MATERI PENGUKURAN PANJANG BENDA KELAS I SEKOLAH DASAR”

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Penelitian ini bertujuan mengembangkan modul ajar berbasis pembelajaran berdiferensiasi pada mata pelajaran Matematika, khususnya materi pengukuran panjang benda untuk kelas I Sekolah Dasar. Pengembangan modul menggunakan model ADDIE yang mencakup tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Modul disusun berdasarkan prinsip pembelajaran berdiferensiasi menurut Tomlinson, yaitu kesiapan, minat, dan profil belajar peserta didik. Uji coba dilakukan di kelas I SD Kanisius Condongcatur yang terdiri atas 18 peserta didik. Subjek penelitian juga mencakup guru kelas I sebagai informan sekaligus salah satu validator, serta dua guru dari sekolah lain yang memiliki pengalaman dalam penerapan Kurikulum Merdeka. Seorang dosen ahli pembelajaran berdiferensiasi juga dilibatkan sebagai validator produk dan pemberi masukan konseptual. Data dikumpulkan melalui observasi, wawancara, kuesioner (minat belajar), dan tes (*pretest* dan *posttest*). Analisis data dilakukan secara deskriptif kualitatif (observasi, wawancara, dan refleksi guru) dan deskriptif kuantitatif (validasi dan hasil tes). Hasil validasi menunjukkan bahwa modul layak dan berkualitas dari aspek isi, tampilan, dan pendekatan diferensiasi. Penerapan modul menunjukkan peningkatan hasil belajar dengan selisih skor *pretest* dan *posttest* sebesar 27,23 poin (46,24%). Selain itu, peserta didik memperlihatkan keterlibatan aktif dan pemahaman konsep yang lebih baik melalui aktivitas konkret dan kontekstual. Dengan demikian, modul ajar berdiferensiasi yang dikembangkan dinyatakan layak digunakan dalam pembelajaran Matematika di kelas I Sekolah Dasar.

Kata kunci: Pengembangan, Modul Ajar, Pembelajaran Berdiferensiasi, Pengukuran Panjang, Matematika SD.

ABSTRACT

“DEVELOPMENT OF DIFFERENTIATED LEARNING MODULES IN MATHEMATICS FOR MEASURING THE LENGTH OF OBJECTS IN GRADE 1 OF ELEMENTARY SCHOOL”

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This research aims to develop a differentiated learning-based teaching module for Mathematics, specifically for the topic of measuring the length of objects for first-grade elementary school students. The module development uses the ADDIE model, which includes the analysis, design, development, implementation, and evaluation stages. The module is structured based on Tomlinson's principles of differentiated learning, namely readiness, interest, and student learning profile. The trial was conducted in the first grade of Kanisius Condongcatur Elementary School, which consists of 18 students. The research subjects also include first-grade teachers as both informants and validators, as well as two teachers from other schools who have experience in implementing the Merdeka Curriculum. A lecturer who is an expert in differentiated learning was also involved as a product validator and provider of conceptual feedback. Data was collected through observation, interviews, questionnaires (learning interest), and tests (pretest and posttest). Data analysis was conducted using descriptive qualitative methods (observation, interviews, and teacher reflection) and descriptive quantitative methods (validation and test results). The validation results show that the module is feasible and of good quality in terms of content, appearance, and differentiation approach. The application of the module showed an improvement in learning outcomes with a difference of 27.23 points (46.24%) between the pretest and posttest scores. Additionally, students demonstrated active engagement and a better understanding of concepts through concrete and contextual activities. Thus, the developed differentiated teaching module is declared suitable for use in Mathematics learning in Grade 1 of Elementary School.

Keywords: Development, Teaching Module, Differentiated Learning, Length Measurement, Elementary School Mathematics.

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