

ABSTRAK

**“PENGEMBANGAN MODUL AJAR MATEMATIKA KELAS IV SD
MATERI POLA GAMBAR POLA BILANGAN DENGAN BUDAYA SUKU
DAWAN KEFAMENANU”**

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Salah satu kesulitan pendidik dalam penelitian ini adalah bagaimana pendidik mengembangkan modul ajar matematika yang baik dan kontekstual dalam pembelajaran. Penelitian ini bertujuan untuk mengembangkan modul ajar matematika kelas IV SD materi pola gambar dan pola bilangan membesar dan mengecil dengan budaya Suku Dawan Kefamenanu NTT serta mendeskripsikan kualitas modul ajar matematika materi pola gambar dan pola bilangan bagi kelas IV SD. Jenis penelitian yang digunakan dalam penelitian ini adalah *Research and Development* (R&D) dengan tipe ADDIE (*Analyze, Design, Develop, Implement, Evaluate*). Subjek penelitian ini terdiri dari dua guru kelas IV sebagai narasumber analisis kebutuhan, lima validator yang terdiri dari ahli materi dan praktisi pendidikan, juga 21 peserta didik kelas IV SD sebagai subjek uji coba produk modul ajar. Hasil dari penelitian menunjukkan: 1) Modul ajar matematika kelas IV SD materi pola gambar dan pola bilangan dengan budaya Suku Dawan Kefamenanu NTT dikembangkan dengan langkah ADDIE (*Analyze, Design, Develop, Implement, Evaluate*), 2) kualitas modul ajar diketahui melalui proses validasi dengan memperoleh rata-rata 3,70 dari skala 4,00 yang merujuk pada kategori “Sangat Baik”, 3) hasil uji soal evaluasi oleh 21 peserta didik memperoleh rerata pertemuan pertama 70,95 dan pertemuan kedua 92,38 yang menunjukkan adanya peningkatan sesuai dengan kriteria ketercapaian minimum tujuan pembelajaran yakni minimal 70.

Kata kunci: Modul Ajar, Pola Gambar, Pola Bilangan, Budaya lokal

ABSTRACT

**“DEVELOPMENT OF A MATHEMATICS TEACHING MODULE FOR
GRADE IV ELEMENTARY SCHOOL ON THE MATERIAL OF PICTURE
PATTERNS OF NUMBER PATTERNS WITH THE CULTURE OF THE
DAWAN KEFAMENANU TRIBE”**

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One of the difficulties faced by educators in this study is how educators develop good and contextual mathematics teaching modules in learning. This study aims to develop a mathematics teaching module for grade IV elementary school on the subject of image patterns and increasing and decreasing number patterns with the culture of the Dawan Kefamenanu Tribe, NTT, and to describe the quality of the mathematics teaching module on the subject of image patterns and number patterns for grade IV elementary school. The type of research used in this study is Research and Development (R&D) with the ADDIE type (Analyze, Design, Develop, Implement, Evaluate). The subjects of this study consisted of two grade IV teachers as resource persons for needs analysis, five validators consisting of material experts and education practitioners, and 21 grade IV elementary school students as trial subjects for the teaching module product. The results of the study show: 1) The mathematics teaching module for grade IV elementary school on the material of picture patterns and number patterns with the culture of the Dawan Kefamenanu NTT Tribe was developed using the ADDIE steps (Analyze, Design, Develop, Implement, Evaluate), 2) the quality of the teaching module was known through the validation process by obtaining an average of 3.70 on a scale of 4.00 which refers to the category of "Very Good", 3) the results of the evaluation test questions by 21 students obtained an average of 70.95 for the first meeting and 92.38 for the second meeting which showed an increase in accordance with the minimum achievement criteria for learning objectives, namely a minimum of 70.

Keywords: *Teaching Module, Picture Patterns, Number Patterns, Local Culture*