

ABSTRAK

Elsa Hervita, 2026. Pengembangan Komik Pembelajaran Matematika Berdiferensiasi Dengan Paradigma Pedagogi Reflektif Pada Materi Segi Empat. Program Studi Pendidikan Matematika dan Ilmu Pengetahuan Alam. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma. Yogyakarta.

Penelitian ini dilatarbelakangi oleh kesulitan serta keragaman gaya belajar peserta didik pada materi keliling dan luas segiempat. Penelitian ini bertujuan untuk: 1) mengembangkan komik pembelajaran matematika berdiferensiasi gaya belajar dengan Paradigma Pedagogi Reflektif (PPR) pada materi keliling dan luas segiempat. 2) mengetahui apakah komik yang dikembangkan dapat memfasilitasi keragaman gaya belajar (visual, auditori, dan kinestetik) serta ketercapaian aspek 4C (*competence, Conscience, Compassion, dan Commitment*).

Jenis Penelitian ini adalah (*Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi tahap: *Analysis* (Analisis), *Design* (Desain), *Development* (Pengembangan), *Implementation* (Implementasi), *Evaluation* (Evaluasi). Subjek penelitian ini adalah peserta didik kelas VIII di SMP Stella Duce 2 Yogyakarta. Adapun objek penelitian ini adalah komik berdiferensiasi. Data dikumpulkan melalui observasi, wawancara, angket, dan tes.

Hasil penelitian ini (1) Pengembangan komik pembelajaran matematika berdiferensiasi dilakukan melalui lima tahapan. Pada tahap analisis, peneliti menganalisis kebutuhan peserta didik. Pada tahap desain, peneliti merancang produk yang dikembangkan dengan pembelajaran berdiferensiasi gaya belajar. Pada tahap pengembangan, peneliti menghasilkan dan menyempurnakan komik melalui validasi ahli berdasarkan saran. Pada tahap implementasi, peneliti mengimplementasikan komik dalam tiga pertemuan. Pada tahap evaluasi, peneliti meninjau kepraktisan dan keefektifan produk yang dikembangkan. Hasil penelitian menunjukkan komik yang dikembangkan sangat valid (90.2%) ahli materi, dan (91.67%) ahli media, kepraktisan (80,1%) praktis, keefektifan (64.46%) cukup efektif. (2) Komik yang dikembangkan mampu memfasilitasi gaya belajar dan ketercapaian aspek 4C, dengan aspek *competence* sebesar 81% (baik) serta aspek *Conscience, Compassion, serta Commitment* sebesar 100% (sangat baik). Serta, memfasilitasi gaya belajar visual 100% (sangat baik), auditori 60% (cukup baik), dan kinestetik 82% (sangat baik).

Kata Kunci: Komik, Gaya Belajar, Paradigma Pedagogi Reflektif (PPR), Segi Empat.

ABSTRACT

Elsa Hervita, 2026. *Development of Differentiated Mathematics Educational Comics Using a Reflektif Pedagogical Paradigm On The Topic Of Quadrilaterals. Mathematics Education Study Program. Departemen of Mathematics and Natural Sciences Education. Faculty of Teacher Training and Education. Sanata Dharma University. Yogyakarta.*

This research is motivated by the difficulties and diversity of students' learning styles in the material of the perimeter and area of quadrilaterals. This research aims to: 1) develop a mathematics learning comic that differentiates learning styles with the Reflective Pedagogy Paradigm (PPR) on the material of the perimeter and area of quadrilaterals. 2) determine whether the developed comic can facilitate the diversity of learning styles (visual, auditory, and kinesthetic) and the achievement of the 4C aspects (Competence, Conscience, Compassion, and Commitment).

This type of research is (Research and Development (R&D) with the ADDIE development model which includes the stages: Analysis, Design, Development, Implementation, Evaluation. The subjects of this research are grade VIII students at SMP Stella Duce 2 Yogyakarta. The object of this research is differentiated comics. Data were collected through observation, interviews, questionnaires, and tests.

The results of this study (1) The development of differentiated mathematics learning comics was carried out through five stages. At the analysis stage, the researcher analyzed the needs of students. At the design stage, the researcher designed a product developed with differentiated learning styles. At the development stage, the researcher produced and refined the comic through expert validation based on suggestions. At the implementation stage, the researcher implemented the comic in three meetings. At the evaluation stage, the researcher reviewed the practicality and effectiveness of the product developed. The results of the study showed that the comic developed was very valid (90.2%) by material experts, and (91.67%) by media experts, practicality (80.1%) was practical, effectiveness (64.46%) was quite effective. (2) The comic developed was able to facilitate learning styles and the achievement of the 4C aspects, with the competence aspect being 81% (good) and the Conscience, Compassion, and Commitment aspects being 100% (very good). As well, it facilitated the visual learning style 100% (very good), auditory 60% (quite good), and kinesthetic 82% (very good).

Keywords: *Comics, Learning Styles, Reflective Pedagogical Paradigm (PPR), Quadrilateral.*