

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media permainan *Asmat Mathopoly* berbasis Paradigma Pedagogi Reflektif dalam meningkatkan kemampuan numerasi mahasiswa kerjasam Kabupaten Asmat dan mengetahui bagaimana media permainan *Asmat Mathopoly* dapat mengakomodasi upaya peningkatan kemampuan numerasi mahasiswa kerjasama Kabupaten Asmat. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan numerasi dan minat belajar matematika yang dimiliki oleh mahasiswa kerjasama Kabupaten Asmat. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dengan model ADDIE yang meliputi tahap analysis, design, development, implementation, dan evaluation. Subjek penelitian adalah Mahasiswa dari kelas E di Pendidikan Guru Sekolah Dasar, Universitas Sanata Dharma. Pengumpulan data penelitian ini melalui tes diagnostik, pre-test, post-test, angket gaya belajar, angket minat belajar, serta angket kepraktisan media pembelajaran. Teknik analisis data yang digunakan meliputi analisis deskriptif kualitatif dan kuantitatif. Analisis kualitatif digunakan untuk mendeskripsikan proses pengembangan media serta hasil observasi dan masukan validator, sedangkan analisis kuantitatif digunakan untuk mengetahui tingkat kevalidan, kepraktisan, dan efektivitas media melalui skor validasi, angket respons, dan perhitungan N-Gain.

Hasil penelitian menunjukkan bahwa proses pengembangan media permainan Asmat Mathopoly berbasis Paradigma Pedagogi Reflektif menghasilkan media pembelajaran yang layak digunakan dengan persentase kevalidan sebesar 89,02% dengan kategori sangat valid, kepraktisan sebesar 88,92% dengan kategori sangat praktis, serta nilai N-Gain sebesar 70,66% yang menunjukkan kategori cukup efektif. Media permainan *Asmat Mathopoly* berbasis Paradigma Pedagogi Reflektif ini mampu mengakomodasi upaya peningkatan kemampuan numerasi mahasiswa. Jika ditinjau dari gaya belajar mahasiswa untuk semua gaya belajar mengalami peningkatan hasil belajar. Dengan demikian, media permainan *Asmat Mathopoly* layak digunakan dalam pembelajaran dan mampu mengakomodasi upaya peningkatan kemampuan numerasi mahasiswa untuk berbagai gaya belajar.

Kata kunci: media pembelajaran, asmat mathopoly, kemampuan numerasi, paradigma pedagogi reflektif

ABSTRACT

This study aims to develop an Asmat Mathopoly game-based learning media grounded in the Reflective Pedagogical Paradigm to improve the numeracy skills of collaborative students from Asmat Regency and to determine how the Asmat Mathopoly game media can accommodate efforts to enhance their numeracy skills. This research was motivated by the low numeracy skills and lack of interest in learning mathematics among collaborative students from Asmat Regency. The research employed a Research and Development (R&D) method using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation stages. The research subjects were students from Class E of the Elementary School Teacher Education Study Program at Sanata Dharma University. Data collection techniques included diagnostic tests, pre-tests, post-tests, learning style questionnaires, learning interest questionnaires, and learning media practicality questionnaires. The data analysis techniques used included qualitative and quantitative descriptive analysis. Qualitative analysis was used to describe the media development process as well as the results of observations and validator feedback, while quantitative analysis was used to determine the level of validity, practicality, and effectiveness of the media through validation scores, response questionnaires, and N-Gain calculations.

The results of the study indicate that the development process of the Asmat Mathopoly game-based learning medium, grounded in the Reflective Pedagogical Paradigm, produced a learning medium suitable for use, with a validity percentage 89.02%, categorized as highly valid; a practicality percentage of 88.92%, categorized as highly practical; and an N-Gain score of 70.66%, indicating a moderately effective category. The Asmat Mathopoly game-based learning media grounded in the Reflective Pedagogical Paradigm was able to accommodate efforts to improve students' numeracy skills. In terms of students' learning styles, all learning style categories showed improvements in learning outcomes. Therefore, the Asmat Mathopoly game media is appropriate for use in learning activities and is capable of accommodating efforts to improve students' numeracy skills across various learning styles.

Keywords: *learning media, asmat mathopoly, numeracy skills, reflective pedagogical paradigm*