ABSTRAK

PENGEMBANGAN MODUL AJAR BERDIFERENSIASI MATA PELAJARAN MATEMATIKA KELAS III SD MATERI OPERASI HITUNG BILANGAN CACAH

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Pembelajaran berdiferensiasi merupakan suatu proses belajar mengajar yang memungkinkan siswa mempelajari materi sesuai dengan kemampuan dan kebutuhannya. Namun, guru seringkali mengalami kesulitan dalam pemenuhan kebutuhan ini. Pengembangan modul ajar berdiferensiasi ini diharapkan dapat membantu guru dalam menyusun kegiatan pembelajaran berdasarkan keragaman peserta didik, terkhusus materi operasi hitung bilangan cacah. Model pengembangan yang digunakan adalah menurut Borg dan Gall. Teknik pengumpulan data dilakukan melalui observasi, wawancara dan penyebaran kuesioner. Penulis melibatkan tiga validator untuk menilai produk. Setelah produk divalidasi, penulis melakukan ujicoba produk kepada peserta didik kelas 3 yang berjumlah 25 siswa.

Berdasarkan hasil dari validasi ahli, kualitas modul ajar dinyatakan baik ditilik dari kriteria modul yaitu: memuat materi esensial, menumbuhkan minat, menantang, relevan, menyediakan pembelajaran berdasarkan hasil asesmen kebutuhan peserta didik, menyajikan variasi proses pembelajaran, konten, produk, dan lingkungan. Hasil ujicoba pada pertemuan pertama pada peserta didik, menunjukkan adanya peningkatan pemahaman sebesar 18% dalam materi penjumlahan. Peserta didik menunjukkan antusiasme dan aktif terlibat dalam proses belajar karena kesiapan belajar, minat dan gaya belajar mereka diakomodasi. Penelitian ini terbatas pada ujicoba pertemuan pertama modul ajar dan masih membutuhkan ujicoba untuk pertemuan berikutnya untuk hasil yang komprehensif.

Kata Kunci: Penelitian dan Pengembangan, Pembelajaran Berdiferensiasi, Penjumlahan, Pengurangan, Pembagian, Modul ajar.

ABSTRACT

DEVELOPMENT OF DIFFERENTIATED TEACHING MODULES FOR GRADE III MATHEMATICS SUBJECTS ELEMENTARY SCHOOL OPERATION MATERIAL CALCULATE NUMBERS

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Differentiated learning is a teaching and learning process that allows students to learn material according to their abilities and needs. However, teachers often have difficulty in meeting these needs. The development of differentiated teaching modules is expected to help teachers in compiling learning activities based on the diversity of students, especially the material for counting number operations. The development model used is according to Borg and Gall. Data collection techniques are carried out through observation, interviews and questionnaire distribution. Researchers engaged three validators to assess the product. After the product was validated, researchers tested the product on grade 3 students totaling 25 students.

Based on the results of expert validation, the quality of teaching modules is declared good judging from the module criteria, namely: containing essential material, fostering interest, challenging, relevant, providing learning based on the results of assessment of student needs, presenting variations in the learning process, content, products, and environment. The results of the trial at the first meeting on students, showed an increase in understanding by 18% in the addition material. Learners show enthusiasm and are actively involved in the learning process because their learning readiness, interests and learning styles are accommodated. This research is limited to the trial of the first meeting of the teaching module and still requires trials for subsequent meetings for comprehensive results.

Keywords*: Research and Development,Differentiated Learning, Addition, Subtraction, Division, Teaching modules.*