

## ABSTRAK

Endah Saraswati, 2024. Pengembangan Handout Berbasis Etnomatematika Batik Geblek Renteng untuk Memfasilitasi Motivasi dan Pemahaman Konsep Pada Materi Perbandingan Kelas VII SMP N 2 Girimulyo, Kulon Progo. Skripsi. Yogyakarta: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Mengembangkan handout berbasis etnomatematika dapat membantu siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk: (1) mengetahui kevalidan dan kepraktisan handout pembelajaran berbasis etnomatematika geblek renteng dan (2) mengetahui keefektifan handout pembelajaran berbasis etnomatematika geblek renteng ditinjau dari pemahaman konsep dan motivasi belajar.

Jenis penelitian ini yaitu penelitian pengembangan (Research and Development) yang menggunakan model pengembangan ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Subjek pada penelitian ini yaitu 33 siswa kelas VII C SMP N 2 Girimulyo, Kulon Progo. Metode pengumpulan data yang digunakan yaitu lembar validasi produk, angket kepraktisan modul, angket motivasi belajar, soal tes pemahaman konsep, dan lembar wawancara dengan guru matematika. Analisis data penelitian ini menggunakan analisis data deskriptif kualitatif dan deskriptif kuantitatif.

Hasil penelitian ini menunjukkan bahwa: (1) produk pengembangan berupa handout pembelajaran materi perbandingan berbasis etnomatematika batik geblek renteng memenuhi kriteria valid dengan kategori sangat baik. Hal tersebut dilihat dari hasil validasi ahli materi dan ahli media. Handout yang dikembangkan memenuhi kriteria praktis dengan kriteria sangat kuat. Siswa memiliki respon yang positif terhadap handout. Hal tersebut didukung oleh siswa yang memiliki kategori sangat kuat dan kuat lebih dari 50%. (2) Handout dapat memfasilitasi pemahaman konsep dengan kategori baik karena 24 siswa (72%) tuntas dalam mengerjakan soal tes pemahaman konsep. Dengan hasil ini handout yang dikembangkan dikatakan efektif dalam memfasilitasi pemahaman konsep. Handout juga memfasilitasi motivasi belajar karena lebih dari 75% siswa memiliki kategori baik yaitu sebanyak 26 siswa (78%). Dengan hasil ini dikatakan handout efektif untuk memfasilitasi motivasi belajar.

**Kata Kunci:** handout berbasis etnomatematika batik geblek renteng, perbandingan, pemahaman konsep, motivasi belajar.

## ABSTRACT

Endah Saraswati, 2024. Development of Handouts Based on Ethnomathematics Batik Geblek Renteng to Facilitate Motivation and Undersanding of Concepts in Comparative Material for Class VII SMP N 2 Girimulyo, Kulon Progo. Thesis. Yogyakarta: Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

Developing ethnomathematics-based learning handouts can help students in the learning process. This research aims to: (1) determine the validity and practicality of geblek joint ethnomathematics-based learning handouts and (2) knowing the effectiveness of the geblek joint ethnomathematics-based learning handouts in terms of conceptual understanding and learning motivation.

This type of research is development research (Research and Development) which uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. The subjects in this research were 33 students of class VII C of SMP N 2 Girimulyo, Kulon Progo. The data collection methods used were product validation sheets, handouts practicality questionnaires, learning motivation questionnaires, concept understanding test questions, and interview sheets with mathematics teachers. This research data analysis uses qualitative descriptive and quantitative descriptive data analysis.

The results of this research show that: (1) the development product in the form of a comparative material learning handouts based on the ethnomathematics of geblek renteng batik meets the valid criteria in the very good category. This can be seen from the validation results of material experts and media experts. The handouts developed meets practical criteria with very strong criteria. Students have a positive response to the learning handouts. This is supported by students who have very strong and strong categories more than 50% and (2) the learning handouts can facilitate understanding of concepts in the good category because 24 (72%) of students completed the concept understanding test questions. With these results, the handouts developed is said to be effective in facilitating understanding of concepts. The learning handouts also facilitates learning motivation because more than 75% of students have a good category, namely 26 of students (78%). With these results, it is said that the handouts is effective in facilitating learning motivation.

**Keywords:** ethnomathematics-based learning handouts in geblek renteng batik, comparison, understanding concepts, learning motivation.