

**PENGEMBANGAN MEDIA METARITAN BERBASIS
ETNOMATEMATIKA MUATAN MATEMATIKA MATERI BANGUN
DATAR PADA PESERTA DIDIK KELAS III SD NO. 1 BUDUK**

Oleh:

Ni Putu Shanti Iswari Anjani, NIM 2211031070

Program Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABSTRAK

Penelitian pengembangan ini dilatarbelakangi oleh kurangnya variasi media pembelajaran dalam muatan matematika pada materi bangun datar, sehingga hasil belajar siswa kurang optimal. Penelitian ini bertujuan untuk mengetahui (1) rancang bangun media Metaritan berbasis etnomatematika, (2) validitas media Metaritan berbasis etnomatematika, (3) kepraktisan penggunaan media Metaritan berbasis etnomatematika, dan (4) efektifitas media Metaritan muatan matematika materi bangun datar pada peserta didik kelas III sekolah dasar. Penelitian ini merupakan penelitian pengembangan yang mengacu pada model ADDIE. Subjek penelitian ini adalah 30 siswa kelas III sekolah dasar. Metode pengumpulan data menggunakan angket atau kuesioner dan tes objektif pilihan ganda. Penelitian ini menggunakan teknik analisis data deskriptif kuantitatif, deskriptif kualitatif, dan statistik inferensial. Hasil penelitian menunjukkan bahwa (1) rancang bangun media Metaritan berbasis etnomatematika berupa media pembelajaran digital berbentuk multimedia interaktif yang dikembangkan berdasarkan *flowchart*, *storyboard* dan diagram alir sesuai dengan alur model ADDIE; (2) hasil uji validitas menunjukkan bahwa media Metaritan memperoleh kualifikasi sangat baik berdasarkan penilaian ahli isi/materi pembelajaran 96,67%, ahli desain pembelajaran 93,33%, dan ahli media pembelajaran 96,67% sehingga dinyatakan valid; (3) hasil uji kepraktisan menunjukkan bahwa media Metaritan memperoleh respons sangat baik berdasarkan penilaian guru 95,00%, uji coba perorangan 93,33%, dan uji coba kelompok kecil 95,37% sehingga dinyatakan praktis untuk digunakan; serta (4) hasil uji efektivitas memperoleh nilai $t_{hitung} = 2,207$ dan nilai $t_{tabel} = 1,699$, sehingga $t_{hitung} > t_{tabel}$ ($2,207 > 1,699$) yang berarti H_0 ditolak dan H_1 diterima. Hal ini menunjukkan bahwa rata-rata hasil belajar peserta didik setelah menggunakan media Metaritan lebih dari nilai ketuntasan BSKAP ($88,83 > 86$). Berdasarkan hasil tersebut, dapat disimpulkan bahwa media Metaritan berbasis etnomatematika efektif diterapkan pada pembelajaran matematika materi bangun datar peserta didik kelas III sekolah dasar.

Kata Kunci: Media Metaritan, Etnomatematika, Bangun Datar

ABSTRACT

This development research was motivated by the limited variation of learning media used in mathematics instruction, particularly in the topic of plane geometry, which has resulted in less optimal student learning outcomes. This study aims to determine (1) the design and development of ethnomathematics-based Metaritan media, (2) the validity of the ethnomathematics-based Metaritan media, (3) the practicality of using the ethnomathematics-based Metaritan media, and (4) the effectiveness of the Metaritan media in mathematics learning on plane geometry for third-grade elementary school students. This study employed a development research approach based on the ADDIE model. The subjects of this study were 30 third-grade elementary school students. Data were collected using questionnaires and objective multiple-choice tests. The data were analyzed using quantitative descriptive analysis, qualitative descriptive analysis, and inferential statistical analysis. The results of the study indicate that (1) the design and development of the ethnomathematics-based Metaritan media resulted in a digital learning medium in the form of interactive multimedia developed based on flowcharts, storyboards, and diagrams in accordance with the stages of the ADDIE model; (2) the validity test results show that the Metaritan media achieved a “very good” qualification based on expert evaluations, with percentages of 96.67% from content experts, 93.33% from instructional design experts, and 96.67% from media experts, and therefore was declared valid; (3) the practicality test results indicate that the Metaritan media received “very good” responses, with percentages of 95.00% from teachers, 93.33% from individual trials, and 95.37% from small-group trials, and thus was declared practical for use; and (4) the effectiveness test results show that the calculated t_{count} value of 2.207 and the t_{table} value of 1.699, indicating that $t_{\text{count}} > t_{\text{table}}$ ($2.207 > 1.699$), which means that H_0 was rejected and H_1 was accepted. These findings indicate that the average student learning outcomes after using the Metaritan media exceeded the minimum mastery standard set by BSKAP ($88.83 > 86$). Based on these results, it can be concluded that the ethnomathematics-based Metaritan media are effective for use in mathematics learning on plane geometry for third-grade students at elementary school.

Keywords: *Metaritan Media, Ethnomathematics, Plane Geometry*