

ABSTRAK

Tri Nurvita Sari. 2026. *Pengembangan E-LKPD Berbasis Problem Based Learning Terintegrasi Etnomatematika Untuk Meningkatkan Literasi Matematika Peserta Didik SMA*. Skripsi. Program studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan. Universitas PGRI Madiun. Pembimbing (I) Ika Krisdiana, S.Si., M.Pd. (II) Titin Masfingatin, M.Pd.

Kemampuan literasi matematika di Indonesia masih tergolong rendah. Kondisi tersebut juga tercermin pada kemampuan literasi matematika peserta didik kelas X SMAN 1 Sukomoro pada materi Barisan dan Deret Aritmetika masih perlu ditingkatkan, khususnya dalam merumuskan, menggunakan, dan mengevaluasi konsep matematika untuk menyelesaikan permasalahan kontekstual, khususnya pada materi Barisan dan Deret Aritmetika. Penelitian ini bertujuan mengembangkan E-LKPD berbasis *Problem Based Learning* yang terintegrasi etnomatematika untuk menghasilkan produk yang valid, praktis, dan efektif dalam meningkatkan literasi matematika. Penelitian ini merupakan penelitian dan pengembangan (*Research and Development*) menggunakan model 4D yang dilaksanakan sampai tahap *develop*. Data diperoleh melalui lembar validasi ahli media, ahli materi, validasi instrumen tes, angket respons peserta didik, angket respons guru, serta tes literasi matematika. Teknik pengumpulan data meliputi wawancara, dokumentasi, tes, dan angket, sedangkan analisis data menggunakan analisis persentase untuk menentukan kevalidan dan kepraktisan serta *normalized gain* (*N-gain*) untuk mengetahui keefektifan E-LKPD. Hasil penelitian menunjukkan bahwa E-LKPD memenuhi kevalidan sebesar 92,18% dengan kriteria sangat valid. Kepraktisan respons peserta didik sebesar 84,12% dan guru sebesar 78,12% dengan kriteria praktis, serta keefektifan E-LKPD ditunjukkan oleh nilai rata-rata *N-gain* sebesar 0,47 yang menunjukkan adanya peningkatan kemampuan literasi matematika peserta didik dengan kategori sedang. Dengan demikian, E-LKPD berbasis *Problem Based Learning* terintegrasi etnomatematika dinyatakan layak digunakan sebagai bahan ajar pada materi Barisan dan Deret Aritmetika.

Kata kunci: E-LKPD, *Problem Based Learning*, Etnomatematika, Literasi Matematika.

ABSTRACT

Tri Nurvita Sari. 2026. Development of an Ethnomathematics-Integrated Problem-Based Learning E-LKPD to Improve High School Students' Mathematical Literacy. Undergraduate Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Ika Krisdiana, S.Si., M.Pd. (II) Titin Masfingatin, M.Pd.

Mathematical literacy skills in Indonesia are still relatively low. This condition is also reflected in the mathematical literacy skills of tenth-grade students at SMAN 1 Sukomoro, particularly in the topic of Arithmetic Sequences and Series, which still need to be improved, especially in formulating, applying, and evaluating mathematical concepts to solve contextual problems. This study aimed to develop an ethnomathematics-integrated Problem-Based Learning E-LKPD that is valid, practical, and effective in improving students' mathematical literacy. This study employed a Research and Development (R&D) approach using the 4D model, which was carried out up to the develop stage. Data were collected through validation sheets completed by media and subject matter experts, test instrument validation, student response questionnaires, teacher response questionnaires, and mathematical literacy tests. Data collection techniques included interviews, documentation, tests, and questionnaires. The data were analyzed using percentage analysis to determine the validity and practicality of the E-LKPD, while normalized gain (N-gain) was used to determine its effectiveness. The results showed that the E-LKPD achieved a validity score of 92.18%, categorized as very valid. The practicality scores based on student and teacher responses were 84.12% and 78.12%, respectively, both categorized as practical. Furthermore, the effectiveness of the E-LKPD was indicated by an average N-gain score of 0.47, demonstrating an improvement in students' mathematical literacy skills in the moderate category. Therefore, the ethnomathematics-integrated Problem-Based Learning E-LKPD was considered suitable for use as teaching material for the topic of Arithmetic Sequences and Series.

Keywords: E-LKPD, Problem-Based Learning, Ethnomathematics, Mathematical Literacy.