

Validity of E-module for Mathematics Learning within the Ammatoa Cultural Context that Enhances Students' Creative Thinking Skills

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Abstract

This study aims to analyze the validity of e-modules for mathematics learning in the Ammatoa cultural context, to support students' creative thinking skills in the subject matter of flat-sided cubes and blocks. The research method applied is research and development (R&D) using the Plomp development model, which consists of three phases: the preliminary research, the prototyping phase, and the assessment phase. However, the assessment phase in the form of a trial has not been carried out because this study is limited to the prototype phase, which focuses on testing the validity of the content and media of the developed e-module. The data analysis method involved qualitative and quantitative descriptive analysis, where qualitative descriptive analysis was used to process reviews from content and media experts to revise the developed product, while quantitative analysis was used to process data obtained through expert validation sheets. The validity of the use of Aiken's V scale was evaluated. The results of this study indicate that the mathematics learning e-module contextualized in Ammatoa culture is categorized as valid, with an average content validity score of 0,731, while the media/design validity score is 0,733, requiring minor revisions, and is deemed suitable for use. This electronic module is presented through a flipbook platform, allowing students to access it easily anytime and anywhere, either independently or in groups, which supports the development of students' creative thinking skills.