

DEVELOPMENT OF LKPD BASED ON RME INTEGRATED ISLAMIC VALUES IN SOCIAL ARITHMETIC MATERIAL

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ABSTRACT

The purpose of this research was to develop RME-based LKPD integrated with Islamic values that are both valid and practical. The study employed the ADDIE model, which comprises the phases of Analyze, Design, Development, Implementation, and Evaluation. However, the Implementation phase was not conducted, and the research focused solely on developing a valid and practical product. This study was carried out at SMP Muhammadiyah 1 Menggala, with 10 class VII Boarding students as participants. Data collection instruments included expert validation questionnaires and student practicality questionnaires. Product validity assessed by two material experts, two media experts, and two Islamic values experts, achieving a total score of 93.75%, categorized as "very valid". Product practicality evaluated based on responses from 10 students, yielding a score of 87.97%, categorized as "very practical". The findings indicate that the developed product meets the criteria for being highly valid and practical for use as teaching material in mathematics.

Keywords: LKPD; Islamic Values; RME.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan LKPD berbasis RME yang terintegrasi dengan nilai-nilai Islam yang valid dan praktis. Model yang digunakan dalam penelitian ini yaitu model ADDIE dengan tahapannya yaitu Analyze, Design, Development, Implementation, dan Evaluation. Namun, fase Implementasi tidak dilakukan, dan penelitian hanya berfokus pada pengembangan produk yang valid dan praktis. Penelitian ini dilaksanakan di SMP Muhammadiyah 1 Menggala, dengan 10 siswa Asrama kelas VII sebagai peserta. Instrumen pengumpulan data meliputi kuesioner validasi ahli dan kuesioner kepraktisan mahasiswa. Validitas produk dinilai oleh dua ahli materi, dua ahli media, dan dua ahli nilai-nilai Islam, mencapai total skor 93,75%, dikategorikan "sangat valid". Kepraktisan produk dievaluasi berdasarkan tanggapan dari 10 siswa, menghasilkan skor 87,97%, dikategorikan "sangat praktis". Temuan menunjukkan bahwa produk yang dikembangkan memenuhi kriteria yang sangat valid dan praktis untuk digunakan sebagai bahan ajar dalam matematika.

Kata Kunci: LKPD; Nilai-nilai Islam; RME.



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Introduction

Education is an inseparable element of human needs and is an important aspect of life that is the foundation of national progress. According to Law No. 20 of

2003 concerning the national education system, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

Learning is a process carried out by educators to help students learn by providing an environmental system that supports the occurrence of a learning process in students as well as a teaching process for educators. This is in accordance with Permendikbud number 103 of 2014 concerning guidelines for implementing learning which states that learning is a process of developing potential and forming the character of each student as a result of synergy between educators in schools, families and communities. Teaching and learning activities require learning resources in the learning process (Septian, et al., 2019: 60).

The use of LKPD can make students actively involved with the material being studied and provide learning experiences for students in working on questions so as to train students' learning independence. LKPD has advantages including the material contained in it is more concise and easier to understand, practical, and interesting for students to use. LKPD is very good for increasing student involvement in the learning process (Susilawati and Zulfah, 2020:56), because by using teaching materials like this, students will be more active in working on the practice questions provided and educators will find it easier to convey the material. (Chahyanti, et al., 2021) stated that LKPD was developed as a source of mathematics learning and to create students' creative thinking skills in achieving an integrated understanding of the scientific information obtained, as well as the application of this scientific information in a contextual learning context.

The RME approach presents contextual problems as a first step in understanding mathematical concepts in students. This is in line with research (Friska, et al., 2022: 316) which states that using everyday life factors can provide motivation and increase student activity in learning and help students know what mathematics is like in real life which is also close to their lives. The main idea of RME is to provide opportunities for children to rediscover mathematics under the guidance of adults or educators (Saminanto, 2021: 15). The RME approach is an alternative that can be used in mathematics learning because the RME concept is in accordance with the need to improve students' understanding of the mathematics material presented. According to (Kharismayanda and Risnawati, 2024), the Realistic Mathematics Education (RME) approach in learning provides problems that are related to students' real lives and are easy to imagine, so that they can build knowledge independently.

Based on Government Regulation number 17 of 2010 concerning the management and implementation of education aims to build a foundation for the development of students' potential to become human beings who believe and are devoted to God Almighty, have noble morals, and have noble personalities, are knowledgeable, capable, critical, creative, and innovative, as well as independent and self-confident, tolerant, socially sensitive, democratic and responsible. A good personality is a character that needs to be developed in students by implementing education that has Islamic values that can be integrated through the teaching and

learning process in schools. Islamic values in the learning process are aspects of faith, piety, noble morals, intelligence, and independence. According to (Setiani, I., et al., 2021) The provision of Islamic education aims to provide protection to children where they are the successors of the nation in the future. (Suprihatin & Manik, 2020) stated that teaching materials can be interpreted as a set of learning facilities or tools that contain learning materials, methods, limitations, and evaluation methods that are designed systematically and attractively in order to achieve the expected goals, namely achieving competencies and sub-competencies with all their complexities.

The results of the study (Sartika and Jazwinarti, 2021) show that teaching materials related to the real world or the RME approach are proven to meet valid and practical criteria for use in mathematics learning. Based on the study (Siahaan, 2020) it can be concluded that the development of student worksheets based on the RME approach has met important criteria in development research, namely valid, reliable, effective and efficient for use in mathematics learning. (Hamidah and Susilawati, 2023) in this study showed that mathematics learning integrated with Islamic values can form positive characters for students including honesty, care, simplicity, tolerance, open thinking, never giving up, fairness, responsibility, consistency, and increasing faith in Allah SWT.

However, previous studies have not fully developed teaching materials containing RME steps, so students still have difficulty understanding the material. In addition, several studies have not integrated the developed products with Islamic values. In order to overcome this problem, this study was conducted to develop RME-based LKPD integrated with Islamic values in social arithmetic material for grade VII students at SMP Muhammadiyah 1 Menggala. This study aims to identify the LKPD development process to ensure its validity and practicality.

Research Methods

The development model used in this research is the ADDIE model (Analyze, Design, Develop, Implement, and Evaluation). The ADDIE model is a model whose learning design is guided by a theoretical basis that is developed systematically and is easy to understand. The development stages of the ADDIE adaptation model (Branch, 2009) and (Sohilait, 2020) are as follows:

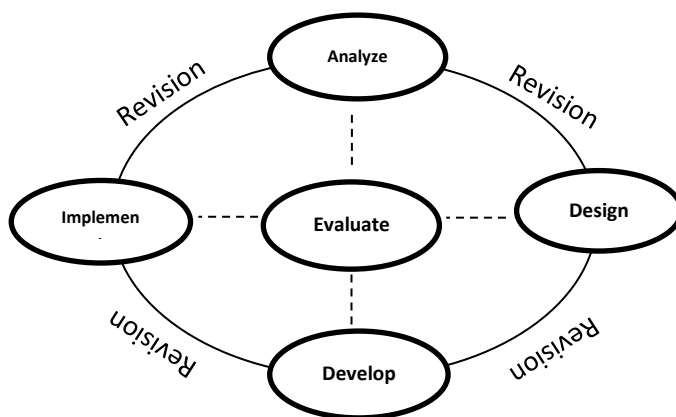


Figure 1. Core Elements of the ADDIE Model. (Branch, 2009).

Analyze, at this stage a pre-survey was conducted at SMP Muhammadiyah 1 Menggala by conducting interviews with mathematics subject teachers and providing questionnaires to class VII Boarding students at SMP Muhammadiyah 1 Menggala with the aim of finding out the problems and needs of teaching materials used such as curriculum analysis, teaching materials analysis and analysis of student characteristics. Design, at this design stage what will be done is to design the initial product of LKPD based on RME integrated with Islamic values in social arithmetic material according to the results of the analysis that has been carried out and compile assessment instruments to determine the validity and practicality of the product being developed. Development, at this stage the design of LKPD based on RME integrated with Islamic values in social arithmetic material that has been produced is then validated by validators, namely material experts, media experts and Islamic values experts. If the product has been declared valid, then the RME-based LKPD integrated with Islamic values in the social arithmetic material is worthy to be tested for practicality by students and if it does not meet the criteria for being worthy, a revision will be carried out until it is valid to be tested for practicality by students. Implementation, this stage is not carried out considering the limited time and place, so it only goes to a small group trial to determine the level of validity and practicality of the product being developed. Evaluation, each stage in the development of LKPD is always evaluated according to the expert questionnaire and student responses. The results obtained are analyzed and conclusions are drawn, whether the resulting product is valid and practical or still needs to be revised.

For this study, a trial will be conducted on 10 students of class VII Boarding at SMP Muhammadiyah 1 Menggala, selected based on the recommendation of the mathematics subject educator. The composition of students in the small group trial is: 3 people with high abilities; 3 people with medium abilities; and 4 people with low abilities.

Validity Analysis

After the questionnaire is filled out by the validator team, the results will then be analyzed to determine whether the Student Worksheet (LKPD) needs to be revised or not, this feasibility test analysis stage uses the following formula:

$$\text{persentase} = \frac{(\text{number of scores given by the validator})}{\text{maximum number of scores}} \times 100\%$$

The validation results whose percentages are known can be matched with the validity criteria presented in the following Table 1.

Table 1. Product Validity Criteria

Values	Criteria	Evaluation (%)
5	Very Valid	80 < N ≤ 100
4	Valid	60 < N ≤ 80
3	Less Valid	40 < N ≤ 60
2	Invalid	20 < N ≤ 40
1	Very Invalid	0 < N ≤ 20

Source: (Apsari & Rizki, 2018)

The average value of the validator team will be analyzed to make

improvements according to the suggestions and input from the team. If the validation results obtained are more than 60%, then the product is declared valid so that it can be tested on students.

Practicality Analysis

Based on the results obtained from the questionnaire responses from students and educators, a practicality test analysis of the Student Worksheet (LKPD) was carried out using the following formula:

$$\text{persentase} = \frac{(\text{number of scores given by respondents})}{\text{maximum number of scores}} \times 100\%$$

The practicality criteria of the Student Worksheets (LKPD) produced are stated in the following Table 2.

Table 2. Practicality Criteria of a Product

Values	Criteria	Evaluation(%)
5	Very practical	80 < N ≤ 100
4	Praktical	60 < N ≤ 80
3	Less Practical	40 < N ≤ 60
2	Not Practical	20 < N ≤ 40
1	Very Impractical	0 < N ≤ 20

Source: (Apsari & Rizki, 2018).

The average value of the students was also analyzed to make improvements based on suggestions and input from the students. If the student response is more than 60%, then this product can be said to be practical.

Results and Discussion

The development results are presented according to the ADDIE steps, but in this study the implementation stage was not carried out considering the limited time and place, so it only reached a small group trial to determine the level of validity and practicality of the product being developed. The ADDIE stages are as follows (Rusmayana, 2021).

Analyze

The data from the analysis results were obtained from interviews with educators and student questionnaires. Based on these data, it was found that the curriculum used at SMP Muhammadiyah 1 Menggala is an independent curriculum, but the teaching materials used in schools are the 2013 curriculum textbooks and blackboards. In addition, the printed books do not yet contain Islamic values. According to students, the material has not been conveyed optimally so that students complain of difficulty understanding the material presented. After the analysis was carried out, a suitable learning model was needed to overcome the problems that occurred, namely the RME learning model which is integrated with Islamic values presented in the LKPD which is designed as attractively as possible

to meet the needs of the problems obtained.
Design

At this stage, the results of product design are in the form of preparing materials used in the development of LKPD, such as compiling LKPD drafts and LKPD displays or layouts. An example of the appearance of the RME-based LKPD development product integrated with Islamic values in social arithmetic material is as follows:



Figure 2. Front Cover and Back Cover

Langkah 4 (Mendiskusikan Jawaban)
 Setelah mengerjakan, diskusikan, diskusi. Dari permasalahan di atas, dapat disajikan dalam bentuk tabel.

Total Harga Beli	Total Harga Jual	Keterangan	Persentase
Rp.30.000,00	...	Untung	...

Langkah 5 (Menarik Kesimpulan)
 Jadi persentase untungnya%

Contoh 3.2:

Lathifah membeli sebuah kamus Al-Munawwir Indonesia – Arab dengan harga Rp.160.000,00. Suatu saat Lathifah sangat membutuhkan kamus dan menjual kamus tersebut dengan harga Rp.140.000,00. Tentukan persentasenya.

Penyelesaian:
Langkah 1 (Memahami Masalah)
 Setelah mengamati, dapat dipahami masalah realistik berikut:
 Diketahui: $HJ = \text{Rp.160.000,00}$
 $HJ = \dots$

Langkah 2 (Menjelaskan Masalah)
 Setelah memahami masalah, langkah selanjutnya yaitu menjelaskan masalah. Ditanyakan:
 Tentukan berapa persentase ruginya?

Langkah 3 (Menyelesaikan Masalah)
 $HJ = \dots$
 $HJ = \text{Rp.140.000,00}$
 $U = HJ - HB$
 $= \text{Rp.140.000,00} - \dots$
 $= \dots$
 $HJ < HB$, Sehingga Rugi

Persentase Rugi = $\frac{\text{Rugi}}{\text{Harga Beli}} \times 100\%$
 $= \frac{\text{Rp.20.000,00}}{\text{Rp.160.000,00}} \times 100\%$
 $= \dots\%$

Langkah 4 (Mendiskusikan Jawaban)
 Setelah mengerjakan, diskusikan, diskusi. Dari permasalahan di atas, dapat disajikan dalam bentuk tabel.

Harga Beli	Harga Jual	Ket.	Persentase
Rp.160.000,00	Rp.140.000,00	Rugi	...

Langkah 5 (Menarik Kesimpulan)
 Jadi persentase kerugiannya adalah%

يٰۤاَيُّهَا الَّذِيْنَ اٰمَنُوْا لَا تَأْكُلُوْا اَمْوَالِكُمْ بَيْنَكُمْ وَبَيْنَكُمْ اِلَّا اَنْ تَكُوْنَ بَيْنَكُمْ عَنْ تَرَاضٍ
 وَرِجْمَةٍ ۗ وَلَا يَكُوْلُوْا اَمْوَالَكُمْ اِلَّا اَنْ تَكُوْنَ مِنْكُمْ اِنَّ اِلٰهَكُمْ رَءِيْضٌ ۙ

Artinya: "Wahai orang-orang yang beriman, janganlah kamu memakan harta sesama kamu dengan cara yang batil (tidak benar), kecuali berupa pertolongan atas dasar sukanya sama-sama di antara kamu. Janganlah kamu memakan harta sesama kamu, kecuali dengan cara yang benar. Allah itu Maha Perwujudan, Maha Mengetahui." (Surah An-Nisa: 29)

Figure 3. RME steps

D'O'A SEBELUM BELAJAR

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
 اللَّهُمَّ التَّقْضَى بِمَا عَمَلْتَنِي، وَعَلِّمْنِي مَا يَنْفَعُنِي، وَزِدْنِي عِلْمًا

Artinya: "Ya Allah, berilah manfaat atas ilmu yang Engkau berikan kepadaku, ajarkanlah ilmu yang bermanfaat untukku, dan tambahkanlah ilmu untukku". (HR. Tirmidzi, no. 3599).

Dalam Islam, menuntut ilmu merupakan kewajiban bagi setiap muslim. Ilmu menjadi sebuah sarana untuk bisa menjalankan apa yang menjadi perintah Allah kepada kita. Tidak akan sempurna akan keimanan serta tak sempurna pula amal kecuali dengan keutamaan sebuah ilmu. Tidak sedikit ayat dalam Al Qur'an serta hadis Rasulullah SAW yang mengutamakan wajibnya belajar. Bahkan dalam kedudukan orang yang sedang menuntut ilmu disamakan dengan orang yang sedang berjihad. Untuk menuntut ilmu dengan lancar, umat Islam dianjurkan untuk membaca doa sebelum dan setelah belajar. Doa tersebut bertujuan agar ilmu yang didapat bermanfaat di dunia dan akhirat, serta mendapat keridhoan dari Allah SWT

"Barang siapa menempuh jalan untuk mencari ilmu maka, Allah akan memudahkan baginya jalan menuju surga" (HR. Muslim, no. 2699)

Langkah 4 (Mendiskusikan Jawaban)

Setelah mengerjakan dilanjutkan diskusi. Dari permasalahan di atas dapat disajikan dalam bentuk tabel.

Bruto	Tara (%)	Tara	Neto
...	2%

Langkah 5 (Menarik Kesimpulan)

Jadi taranya adalah dan netonya adalah

وَأَوْفُوا الْكَيْلَ إِذَا كُنْتُمْ وَزَنُوا بِالْقِسْطِ الْمُسْتَقِيمِ ذَلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا ﴿٣٥﴾

Artinya: "Dan sempurnakanlah takaran apabila kamu menakar, dan timbanglah dengan neraca yang benar, itulah yang lebih utama (bagimu) dan lebih baik akibatnya". (Surah Al-Isra: 35).

Figure 4. Display of Islamic Values

Development

Expert Validation Results

The validation data from 6 validators were obtained based on the material expert questionnaire sheet, media expert questionnaire sheet, and Islamic values expert questionnaire sheet. The validation results by 2 material experts, 2 media experts, and 2 Islamic values experts are described in the following Figure 5.

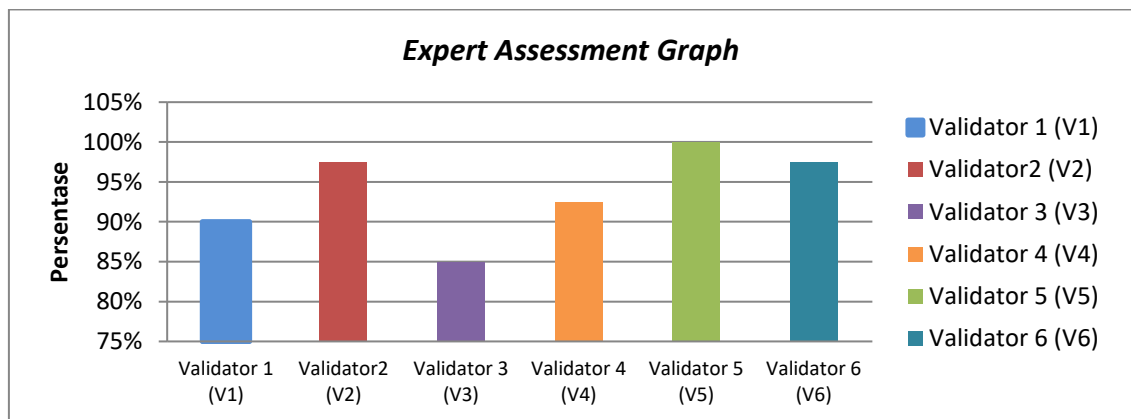


Figure 5. Expert assessment graph.

From the Figure 5., it is found that in the material field, it gets a percentage of 90% from V1 and a percentage of 97.5% from V2. In the media field, it gets a percentage of 85% from V3 and a percentage of 92.5% from V4. In the field of Islamic values, it gets a percentage of 100% from V5 and a percentage of 97.5% from V6. So that the average final percentage is 93.75% and is included in the very valid criteria. Thus, it can be concluded that the LKPD based on RME integrated with Islamic values that is developed is included in the very valid criteria for use in learning. Based on the validation results, there are comments and suggestions from the validator, so the researcher revised the LKPD based on the comments and suggestions from the validator. Like the comments and suggestions from V1,

examples of questions and questions in the LKPD must use contextual data, data presentation must be clear and examples of questions presented must be in accordance with the contents of the discussion, in addition, the writing and mathematical symbols must be clear. Furthermore, comments and suggestions from V2 in the questions section in the media must be in accordance with what is being asked, the use of language, symbols and numbers must be clear, and the presentation of questions must start from the easy level of questions first. Comments and suggestions from V3 The writing of the title and cover image are not yet representative of the content, the instructions for using the LKPD need to be improved/completed and appropriate images must be added to each problem. Furthermore, comments and suggestions from V4, the explanation of the LKPD should be more detailed using language or sentences that are easy for students to understand. Comments and suggestions from V5 in the section on citing verses of the Qur'an and Hadith need to be considered for their accuracy and the writing should avoid cutting verses. Furthermore, comments and suggestions from V6 in the explanation section need to add the understanding and principles of buying and selling in Islam, be consistent in writing and adjust the verses used with the material discussed in the LKPD.

Practicality Test Results

The practicality data of the LKPD were obtained from the student response questionnaire sheet consisting of 10 respondents, namely as follows Figure 6.

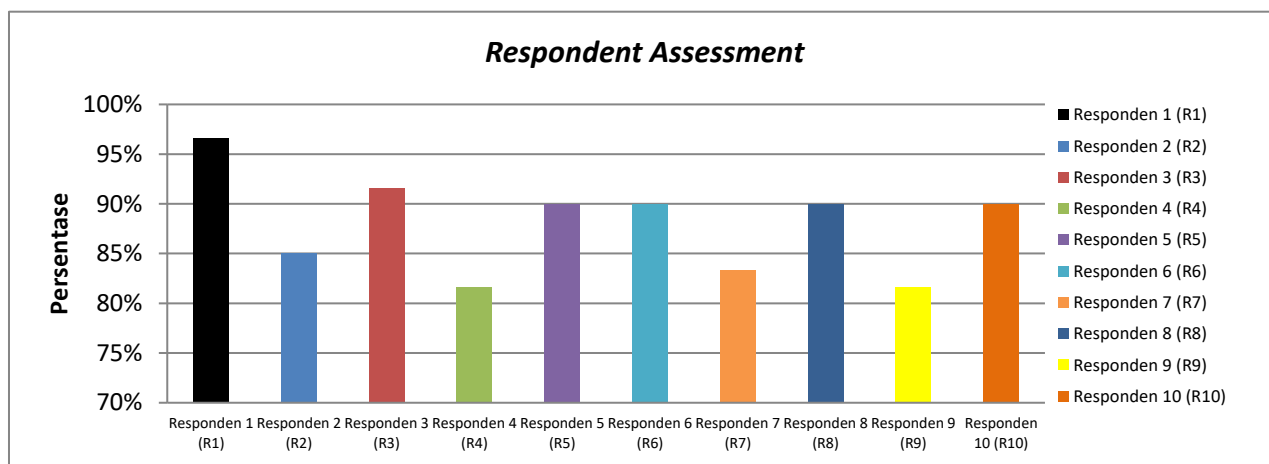


Figure 6. Respondent Rating Graph.

Based on Figure 6., it was found that students gave a good response to the developed LKPD and got a total percentage of 87.97% from 10 respondents. Based on the table, it was found that R1 gave a score of 58 with a percentage of 96.6% and was included in the very practical criteria. R2 gave a score of 51 with a percentage of 85% and was included in the very practical criteria. R3 gave a score of 55 with a percentage of 91.6% and was included in the very practical criteria. R4 gave a score of 49 with a percentage of 81.6% and was included in the very practical criteria. R5 gave a score of 54 with a percentage of 90% and was included in the very practical criteria. R6 gave a score of 54 with a percentage of 90% and was included in the very practical criteria. R7 gave a score of 50 with a percentage

of 83.3% and was included in the very practical criteria. R8 gave a score of 54 with a percentage of 90% and was included in the very practical criteria. R9 gave a score of 49 with a percentage of 81.6% and was included in the very practical criteria. R10 gave a score of 54 with a percentage of 90% and is included in the very practical criteria. Thus it can be concluded that the LKPD based on RME integrated with Islamic values that is developed is included in the very practical criteria for use in learning. The comments given by 10 respondents are as follows Table 3.

Table 3. Comments and Suggestions from Students

No	Respondents	Comments and Suggestions
1	(R1)	The book is very motivating
2	(R2)	The book is interesting and easy to understand
3	(R3)	This book is interesting, it makes it easier for me to understand
4	(R4)	LKPD is very good for learning
5	(R5)	The book is interesting
6	(R6)	LKPD is good, interesting, easy to learn and complete
7	(R7)	The book is interesting and easy to understand
8	(R8)	LKPD is very interesting and easy to learn.
9	(R9)	LKPD is very, very good.
10	(R10)	LKPD is interesting, easy to understand, and has a lot of motivation.

Source: Results of Student Practicality Test.

The results of the evaluation of the practicality trial were obtained through a student response questionnaire. Based on suggestions and comments from students, the RME-based LKPD integrated with Islamic values is attractively arranged because it has a good appearance and uses clear language. LKPD is presented by linking it to everyday life so that LKPD is easy for students to understand. (Isrok'atun and Rosmala, 2018) explained the advantages of RME, one of which is that "RME provides clear and operational explanations to students so that students can carry out various activities that are developed independently in constructing material".

LKPD presented using the RME basis in its preparation is in the form of a discussion of real-life problems that are systematically arranged using 5 RME steps, namely understanding the problem, explaining the problem, solving the problem, discussing the answer, and drawing conclusions (Alani, dkk, 2020). With these RME stages, of course, the LKPD that is developed will make it easier for students to understand the material because the explanation in the LKPD is easier to understand. This is in line with (Chotimah, 2015) who stated that "the RME approach can create students who are more active, creative in thinking, and dare to express their opinions, and can make the atmosphere of mathematics lessons more enjoyable". Learning will be more meaningful by using the RME approach (Dayana, et al., 2022).

LKPD based on RME integrated with Islamic values is a teaching material that can be used for learning both individually and in groups. In LKPD based on RME integrated with Islamic values, it not only presents problems related to daily life, but also presents problems related to Islamic values that are very useful and increase students' Islamic insight and there are interesting pictures related to Islamic values sourced from the Qur'an and Hadith. This is in line with (Prawito, et al. 2020) which states that "Islamic values can provide additional knowledge". With the advantages of LKPD based on RME integrated with Islamic values in social arithmetic material, it obtained a very valid and very practical assessment percentage for use in learning. Implementation This study was not carried out because this study focuses on developing LKPD based on RME integrated with valid and practical Islamic values. This is due to limited time, costs, and conditions, so that this research only reaches the development of LKPD based on RME integrated with valid and practical Islamic values.

Evaluation

The evaluation stage is the stage to evaluate or improve the developed teaching materials. Evaluation is carried out at each stage in order to improve the LKPD starting from the beginning of the research and development process. 1). Analyze stage, the evaluation results at the analysis stage show that educators and students need teaching materials that can help minimize the shortcomings of the teaching materials currently being used. In addition, educators and students need knowledge about teaching materials that are associated with Islamic values. So one solution that can be done is to develop an RME-based LKPD integrated with Islamic values in the social arithmetic material for class VII Boarding at SMP Muhammadiyah 1 Menggala which is valid and practical. 2). Design stage, the evaluation results at the design stage are obtained in the form of a product that is ready to be tested for validity and practicality. The product that is ready is in accordance with the components that must be present in an LKPD such as learning objectives, materials, practice questions, and feedback. The LKPD presented is packaged in an attractive form and uses language that is adjusted to the mastery of students so that the LKPD is easy to read and understand by students. There are also pictures as a complement to the LKPD that are in accordance with the problems presented. 3). Development stage, at this stage the evaluation carried out produces a product that is ready to be developed and tested for validity and practicality. The developed product is arranged according to the steps that have been determined.

Conclusion and Suggestion

Based on the research results, it can be concluded that this research has produced teaching materials in the form of LKPD based on RME Integrated Islamic Values in social arithmetic material that is valid and practical. The development of this LKPD uses the ADDIE development model. LKPD is made according to the design and then a validation test is carried out by 2 material experts, 2 media experts, and 2 Islamic value experts. Furthermore, the practicality test was carried out on 10 class VII Boarding students at SMP Muhammadiyah 1 Menggala. The LKPD that was developed was then revised again according to the comments and suggestions from the validators and respondents. LKPD based on RME integrated

with Islamic values was declared very valid with a percentage of 93.75%. Furthermore, LKPD based on RME integrated with Islamic values was declared very practical in the small group practicality test with a percentage of 87.97%.

Based on the research that has been conducted, the researcher suggests that educators can develop LKPD on other materials and with learning models that are adjusted to the needs of students in order to make students more interested, happy, and active in learning mathematics and for other researchers, it is advisable to manage research time well and it is expected to be able to develop LKPD with materials on different mathematics lessons in order to conduct further research and trials on large groups related to the application of teaching materials using research design, namely by comparing learning using LKPD based on RME integrated with Islamic values with learning using ordinary teaching materials.

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