ABSTRAK

Pembelajaran matematika di lembaga pendidikan dayah masih menghadapi kesenjangan antara pemahaman ilmu faraidh yang telah dipelajari santri dengan kemampuan matematis yang diperlukan untuk mengaplikasikannya dalam perhitungan pembagian harta waris. Berbagai penelitian menunjukkan bahwa kemampuan operasi bilangan pecahan berperan penting dalam penyelesaian perhitungan faraidh, sementara bahan ajar yang mengintegrasikan kedua aspek tersebut masih terbatas. Penelitian ini bertujuan untuk mengembangkan bahan ajar matematika pada konteks faraidh yang memenuhi kriteria valid, praktis, dan efektif bagi santri kelas VII MTs Dayah Alfhattani, Aceh Utara. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan 4D (Define, Design, Develop, Disseminate). Data penelitian dikumpulkan melalui lembar validasi ahli materi dan ahli media, angket respons guru dan santri, serta tes hasil belajar (posttest). Hasil penelitian menunjukkan bahwa bahan ajar memperoleh tingkat kevalidan sebesar 91,8% dari ahli materi, 86,7% dari ahli media dan 98,08% ahli matematika dengan kategori sangat valid. Tingkat kepraktisan berdasarkan respons guru mencapai 92,44% dan respons santri sebesar 88,37% dengan kategori sangat praktis. Keefektifan bahan ajar ditunjukkan oleh ketuntasan belajar klasikal sebesar 92,11% dengan nilai rata-rata posttest 83,26, sehingga memenuhi kriteria efektif. Berdasarkan hasil tersebut, dapat disimpulkan bahwa bahan ajar matematika pada konteks faraidh yang dikembangkan memenuhi kriteria valid, praktis, dan efektif, sehingga layak digunakan sebagai salah satu sumber belajar matematika untuk membantu santri memahami materi operasi bilangan pecahan melalui konteks faraidh.

Kata Kunci: bahan ajar matematika, konteks faraidh, operasi bilangan pecahan, santri dayah, model 4D.

ABSTRACT

Mathematics learning in Islamic boarding schools (*dayah*) still faces a gap between students' understanding of *faraidh* (Islamic inheritance law), which they have learned, and the mathematical skills required to apply it in inheritance calculations. Previous studies indicate that proficiency in fraction operations plays an important role in solving *faraidh* calculations, while teaching materials that integrate these two aspects remain limited. This study aimed to develop mathematics teaching materials using the *faraidh* context that meet the criteria of validity, practicality, and effectiveness for seventh-grade students at MTs Dayah Alfhattani, North Aceh. This study employed a Research and Development (R&D) approach using the 4D (Define, Design, Develop, Disseminate) development model. Data were collected through material and media expert validation sheets, teacher and student response questionnaires, and a learning achievement test (post-test). The results showed that the developed teaching materials achieved a validity score of 91.8% from the material expert and 86.7% from the media expert, both categorized as highly valid. The practicality level reached 92.44% based on the teacher responses and 88.37% based on the student responses, both categorized as highly practical. The effectiveness of the teaching materials was demonstrated by a classical learning mastery of 92.11% with an average post-test score of 83.26, indicating that the materials met the effectiveness criterion. Therefore, it can be concluded that the developed mathematics teaching materials using the *faraidh* context meet the criteria of validity, practicality, and effectiveness, making them suitable as a learning resource to support students in understanding fraction operations through the *faraidh* context.

Keywords: mathematics teaching materials, *faraidh* context, fraction operations, *dayah* students, 4D development model.