ABSTRAK

Gayatri Dwi Astuti. 2025. Pengaruh Model Pembelajaran *Contextual Teaching and Learning* Terhadap Literasi Matematika Siswa Kelas IV. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing Dr. Rissa Prima Kurniawati, M.Pd (I), Dr. Naniek Kusumawati, M.Pd (II)

Literasi matematika berperan penting dalam membentuk kemampuan berpikir logis dan menyelesaikan masalah secara kontekstual. Namun, hasil observasi di SDN Beji III menunjukkan bahwa hasil belajar matematika siswa kelas IV masih rendah, nilai ulangan harian matematika masih di bawah Kriteria Ketuntasan Minimal (KKM), karena kurangnya minat belajar dan penggunaan model pembelajaran yang belum mengaitkan materi dengan kehidupan nyata. Oleh karena itu, diperlukan penerapan model pembelajaran yang relevan dengan kehidupan sehari-hari siswa, seperti *Contextual Teaching and Learning* (CTL). Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran CTL terhadap literasi matematika ditinjau dari minat belajar siswa kelas IV SDN Beji III. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *true experimental design* jenis *posttest-only control design*. Subjek penelitian terdiri dari dua kelas, yaitu kelas IV-A sebagai kelas eksperimen yang diberikan pembelajaran menggunakan model CTL, dan kelas IV-B sebagai kelas kontrol yang menggunakan metode ceramah. Teknik pengumpulan data dilakukan melalui tes *posttest* untuk mengukur literasi matematika dan angket untuk mengukur minat belajar siswa. Analisis data dilakukan melalui uji validitas, reliabilitas, normalitas, homogenitas, serta uji hipotesis menggunakan uji ANOVA dua jalur (*Two Way* ANOVA). Hasil penelitian menunjukkan bahwa model pembelajaran CTL berpengaruh signifikan terhadap literasi matematika siswa sig sebesar 0,049, minat belajar juga berpengaruh signifikan terhadap literasi matematika sig sebesar 0,000, dan tidak terdapat interaksi antara model pembelajaran dan minat belajar sig 0,287. Dengan demikian, model CTL efektif meningkatkan literasi matematika siswa tanpa dipengaruhi oleh tingkat minat belajar siswa.

Kata Kunci : Model Pembelajaran CTL, Literasi Matematika, Minat Belajar

ABSTRACT

Gayatri Dwi Astuti. 2025. *The Influence of the Contextual Teaching and Learning (CTL) Model on the Mathematical Literacy of Fourth Grade Students.* Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisor I: Dr. Rissa Prima Kurniawati, M.Pd; Supervisor II: Dr. Naniek Kusumawati, M.Pd.

Mathematical literacy plays an important role in developing students' ability to think logically and solve problems in a contextual manner. However, observations at SDN Beji III revealed that the mathematics learning outcomes of fourth-grade students were still low, with daily test scores falling below the Minimum Mastery Criteria (KKM). This issue is attributed to the students' low learning interest and the use of instructional models that fail to connect learning material with real-life situations. Therefore, it is necessary to implement a learning model that is relevant to students' everyday lives, such as the Contextual Teaching and Learning (CTL) model. This study aims to determine the influence of the CTL model on students' mathematical literacy, viewed from the aspect of learning interest among fourth-grade students at SDN Beji III. The research employed a quantitative approach with a true experimental design, specifically the posttest-only control group design. The research subjects consisted of two classes: class IV-A as the experimental group, which received learning through the CTL model, and class IV-B as the control group, which received conventional lecture-based instruction. Data collection techniques included posttests to measure students' mathematical literacy and questionnaires to assess students' learning interest. Data analysis involved tests of validity, reliability, normality, and homogeneity, as well as hypothesis testing using Two-Way ANOVA. The results showed that the CTL learning model had a significant effect on students' mathematical literacy with a significance value of 0.049; learning interest also had a significant effect on mathematical literacy with a significance value of 0.000; and there was no interaction between the learning model and learning interest with a significance value of 0.287. Therefore, the CTL model is effective in improving students' mathematical literacy regardless of their level of learning interest.

Keywords: Contextual Teaching and Learning (CTL) Model, Mathematical Literacy, Learning Interest