

ABSTRAK

Adhitya Kusuma Wijaya 2025. *Pengembangan Media Geometri Pada Pembelajaran Model Contextual Teaching and Learning (CTL) Untuk Meningkatkan Literasi Matematis Siswa*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Ellys Mersina Mursidik, S.Pd., M.Pd., (II) Dr. Rissa Prima Kurniawati, S.Pd., M.Pd.

Penelitian ini dilatarbelakangi oleh rendahnya literasi matematika kelas IV SDN Danguk, yang terlihat dari hasil observasi dan tes awal menunjukkan siswa cenderung pasif, kurang memahami materi, serta belum mampu mengaitkan materi dengan kehidupan nyata. Proses pembelajaran berlangsung dengan ceramah dan sudah menggunakan media pendukung yang konkrit, sehingga kurang menarik dan tidak kontekstual. Penelitian ini bertujuan untuk mengembangkan media geometri pada pembelajaran Contextual Teaching and Learning untuk meningkatkan literasi matematis siswa. Penelitian ini menggunakan metode *Research and Development* (R&D) model ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). Media geometri dirancang agar tampilan menarik secara visual, interaktif dan mudah digunakan serta dipahami dengan menyertakan elemen multimedia seperti gambar, animasi, dan audio. Subjek dalam penelitian ini adalah peserta didik kelas IV SDN Danguk. Teknik pengumpulan data menggunakan observasi, angket, tes dan dokumentasi. Instrumen yang digunakan meliputi lembar validasi ahli materi, ahli media, ahli bahasa, serta angket respon peserta didik dan guru serta pretest dan posttest. Hasil validasi ahli materi menunjukkan bahwa media geometri yang telah dikembangkan valid, dengan skor 83%, validasi ahli media sebesar 84%, dan validasi ahli bahasa sebesar 87%. Respon peserta didik terhadap produk mencapai skor rata-rata 86 %, dan respon guru mencapai 93%, yang keduanya berada pada kategori “sangat layak”. Hasil pretest 57 % sedangkan hasil posttest 83% hal tersebut menunjukkan bahwa media geometri dapat meningkatkan hasil belajar siswa. Berdasarkan hasil tersebut media geometri dinyatakan layak digunakan sebagai bahan ajar matematika untuk meningkatkan motivasi belajar dan mendukung pembelajaran mandiri.

Kata Kunci: Media Geometri, *Contextual Teaching and Learning*, Literasi Matematis

ABSTRACT

Adhitya Kusuma Wijaya 2025. Development of Geometry Media in Contextual Teaching and Learning (CTL) Model Learning to Improve Students' Mathematical Literacy. Thesis. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Supervisors (I) Dr. Ellys Mersina Mursidik, S.Pd., M.Pd., (II) Dr. Rissa Prima Kurniawati, S.Pd., M.Pd.

This research is motivated by the low mathematical literacy of fourth-grade students at SDN Danguk, as seen from the results of observations and initial tests, which show that students tend to be passive, do not understand the material, and are not yet able to relate the material to real life. The learning process takes place through lectures and has used concrete supporting media, so it is less interesting and not contextual. This study aims to develop geometric media in Contextual Teaching and Learning learning to improve students' mathematical literacy. This study uses the Research and Development (R&D) method of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The geometry media was designed to be visually appealing, interactive, and easy to use and understand by incorporating multimedia elements such as images, animations, and audio. The subjects in this study were fourth-grade students at Danguk Elementary School. Data collection techniques used observation, questionnaires, tests, and documentation. The instruments used included validation sheets from material experts, media experts, and language experts, as well as student and teacher response questionnaires, as well as pretests and posttests. The results of the validation from material experts showed that the geometry media developed was valid. with a score of 83%, media expert validation of 84%, and language expert validation of 87%. Student responses to the product reached an average score of 86%, and teacher responses reached 93%, both of which are in the "very appropriate" category. The pretest results were 57% while the posttest results were 83%, indicating that geometry media can improve student learning outcomes. Based on these results, geometry media is declared suitable for use as a mathematics teaching material to increase learning motivation and support independent learning.

Keywords: Geometry Media, Contextual Teaching and Learning, Mathematical Literacy