

## ABSTRAK

Alvina Dwi Nurcahyani. 2026. *Efektivitas Model Problem Based Learning terhadap Kemampuan Numerasi Siswa Kelas IV*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Endang Sri Maruti, M. Pd., (II) Vivi Rulviana, S. Pd., M. Pd.

Kemampuan numerasi merupakan kompetensi dasar yang penting bagi siswa sekolah dasar untuk memahami dan menerapkan matematika dalam kehidupan sehari-hari, sehingga diperlukan model pembelajaran yang melibatkan siswa secara aktif dan kontekstual. Penelitian ini bertujuan untuk mengetahui efektivitas model *Problem Based Learning* terhadap kemampuan numerasi siswa kelas IV. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen semu dan desain *One Group Pretest-Posttest*. Subjek penelitian adalah 14 siswa kelas IV SDN Ngrayudan 1. Pengumpulan data melalui tes *pretest* dan *posttest*, observasi aktivitas siswa, serta angket respons siswa. Analisis data menggunakan analisis deskriptif, uji normalitas, uji *N-Gain*, dan uji-t berpasangan. Hasil penelitian menunjukkan bahwa model *Problem Based Learning* efektif terhadap kemampuan numerasi siswa. Nilai rata-rata *posttest* meningkat secara signifikan, ketuntasan belajar tercapai, dan nilai *N-Gain* berada pada kategori sedang. Uji-t berpasangan menunjukkan perbedaan yang signifikan antara hasil *pretest* dan *posttest*. Selain itu, aktivitas dan respons siswa terhadap pembelajaran berbasis masalah tergolong positif. Dengan demikian, model *Problem Based Learning* efektif terhadap kemampuan numerasi siswa kelas IV sekolah dasar.

Kata kunci: *Problem Based Learning*, kemampuan numerasi, pembelajaran matematika, sekolah dasar.

## ***ABSTRACT***

**Alvina Dwi Nurcahyani**, 2026. *The Effectiveness of the Problem-Based Learning Model on the Numeracy Skills of Fourth-Grade Students*. Thesis. Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisor: Dr. Endang Sri Maruti, M. Pd., Co-Advisor: Vivi Rulviana, S. Pd., M. Pd.

Key Terms: Problem Based Learning, numeracy skills, mathematics learning, elementary school.

Numeracy skills are a fundamental competence that elementary school students must possess to understand and apply mathematics in everyday life, therefore a learning model that actively and contextually engages students is needed. This study aims to determine the effectiveness of the Problem Based Learning model on the numeracy ability of fourth grade students. The research employed a quantitative approach using a quasi experimental method with a One Group Pretest–Posttest design. The subjects of the study were 14 fourth grade students of SDN Ngrayudan 1. Data were collected through pretest and posttest, observation sheets of student activities, and student response questionnaires. Data analysis included descriptive analysis, normality testing, N-Gain analysis, and paired sample t-test. The results showed an improvement in students numeracy skills after the implementation of PBL. The average posttest score increased significantly, learning mastery was achieved, and the N-Gain value was in the moderate category. The paired sample t-test indicated a significant difference between pretest and posttest results. In addition, students activity levels and responses toward problem based learning were positive. Therefore, the Problem Based Learning model is effective in improving numeracy skills of fourth grade elementary school students.