

ABSTRAK

Nur Hasanah. 2026. Efektivitas Model *Problem Based Learning* (Pbl) Terintegrasi *Deep Learning* Terhadap Numerasi Siswa Kelas II Sekolah Dasar Pada Materi Penjumlahan. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dr. Octarina Hidayatus Sholikhah, M.Pd., (II) Dr. Lingga Nico Pradana, M.Pd.

Numerasi merupakan kemampuan memahami dan menggunakan konsep bilangan, operasi hitung, serta penalaran matematika untuk menyelesaikan permasalahan dalam kehidupan sehari-hari. Rendahnya numerasi siswa, khususnya pada materi penjumlahan, disebabkan oleh pembelajaran yang masih berpusat pada guru sehingga siswa kurang aktif dalam proses belajar. Penelitian ini bertujuan untuk mengetahui efektivitas model *Problem Based Learning* (PBL) terintegrasi *Deep Learning* terhadap numerasi materi penjumlahan siswa kelas II SDN Jatirejo Kabupaten Madiun. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kuantitatif dengan desain penelitian *Interrupted Time Series Design*. Teknik pengambilan sampel menggunakan sampling jenuh, dengan jumlah sampel sebanyak 16 peserta didik. Instrumen penelitian berupa tes pilihan ganda numerasi materi penjumlahan yang terdiri atas *pre-test* dan *post-test*. Hasil analisis data menunjukkan bahwa numerasi siswa sebelum dan sesudah pembelajaran menggunakan model *Problem Based Learning* (PBL) terintegrasi *Deep Learning* tidak sama. Rata-rata nilai *post-test* sebesar 86,56 mengalami peningkatan dibandingkan rata-rata nilai *pre-test* sebesar 69,06. Hasil uji hipotesis menunjukkan nilai $p\text{-value} < 0,01$, yaitu $0,000 < 0,01$, sehingga H_0 ditolak. Berdasarkan hasil penelitian dapat disimpulkan bahwa model *Problem Based Learning* (PBL) terintegrasi *Deep Learning* efektif dalam meningkatkan numerasi materi penjumlahan siswa kelas II SDN Jatirejo Kabupaten Madiun.

Kata kunci: *Problem Based Learning* (PBL), *Deep Learning*, Numerasi, Penjumlahan.

ABSTRAK

Nur Hasanah. 2026. The Effectiveness Of Model *Problem Based Learning* (Pbl) Integrated *Deep Learning* On The Numeration Of Grade II Elementary School Students On The Addition Material. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI Madiun University. Pembimbing (I) Dr. Octarina Hidayatus Sholikhah, M.Pd., (II) Dr. Lingga Nico Pradana, M.Pd.

Numeracy is the ability to understand and use the concept of numbers, arithmetic operations, and mathematical reasoning to solve problems in everyday life. The low numeracy of students, especially in addition material, is caused by learning that is still centered on the teacher so that students are less active in the learning process. This research aims to determine the effectiveness of the model *Problem Based Learning* (PBL) integrated *Deep Learning* on the numeracy of addition material of class II students of SDN Jatirejo, Madiun Regency. The approach used in this study is a quantitative approach with a research design *Interrupted Time Series Design*. The sampling technique used saturated sampling, with a sample size of 16 students. The research instrument was a multiple-choice numeracy test on addition material consisting of *pre-test* And *post-test*. The results of the data analysis show that students' numeracy before and after learning using the model *Problem Based Learning* (PBL) integrated *Deep Learning* not the same. The average value *post-test* of 86.56, an increase compared to the average value *pre-test* of 69.06. The results of the hypothesis test show a $p\text{-value} < 0.01$, namely $0.000 < 0.01$, so H_0 is rejected. Based on the results of the study, it can be concluded that the model *Problem Based Learning* (PBL) integrated *Deep Learning* effective in improving the numeracy of addition material for class II students of SDN Jatirejo, Madiun Regency.

Keywords: Problem Based Learning (PBL), Deep Learning, Numeracy, Addition.