

ABSTRAK

Icha Adellia Efendi. 2026. *Pengaruh Pembelajaran Etnomatematika Terhadap Kemampuan Numerasi Siswa Kelas IV SD*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Octarina Hidayatus Sholikhah, S.Pd., M.Pd., (II) Dr. Fida Rahmantika Hadi, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengkaji pengaruh model Pembelajaran Berbasis Masalah (PBL) yang berlandaskan etnomatematika terhadap kemampuan numerasi siswa kelas IV Sekolah Dasar. Pendekatan kuantitatif dengan desain kuasi-eksperimental pretest-posttest kelompok kontrol diterapkan di SDN 02 Cepu, yang melibatkan 19 siswa di kelas eksperimen dan 18 siswa di kelas kontrol. Kemampuan numerasi diukur menggunakan tes esai yang telah divalidasi dengan 10 butir soal yang mencakup pemahaman bilangan, operasi aritmetika, pemecahan masalah, dan interpretasi data. Karena data tidak berdistribusi normal dan tidak homogen, hipotesis diuji menggunakan uji Mann-Whitney U. Analisis menunjukkan adanya perbedaan yang signifikan pada skor posttest antara kedua kelas ($U = 43,000$; $Z = -3,979$; $p = 0,000$), dan kelas eksperimen memperoleh skor N-Gain yang lebih tinggi (67,81%) dibandingkan kelas kontrol (30,42%). Temuan ini menegaskan bahwa model PBL berbasis etnomatematika secara efektif meningkatkan kemampuan numerasi siswa sekolah dasar dengan menghubungkan konsep-konsep matematika ke konteks budaya lokal yang akrab bagi mereka.

Kata Kunci : etnomatematika, kemampuan berhitung, pembelajaran berbasis masalah, sekolah dasar, pembelajaran matematika

ABSTRACT

Icha Adellia Efendi. 2026. The Effect of Ethnomathematics Instruction on the Numeracy Skills of Fourth-Grade Elementary School Students. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University of Madiun. Advisors: (I) Dr. Octarina Hidayatus Sholikhah, S.Pd., M.Pd., (II) Dr. Fida Rahmantika Hadi, S.Pd., M.Pd.

This study aims to examine the effect of a Problem-Based Learning (PBL) model grounded in ethnomathematics on the numeracy skills of fourth-grade elementary school students. A quantitative approach using a quasi-experimental pretest-posttest control group design was implemented at SDN 02 Cepu, involving 19 students in the experimental class and 18 students in the control class. Numeracy skills were assessed using a validated essay test comprising 10 items that covered number sense, arithmetic operations, problem-solving, and data interpretation. Since the data were not normally distributed and were not homogeneous, the hypotheses were tested using the Mann-Whitney U test. The analysis revealed a significant difference in posttest scores between the two classes ($U = 43.000$; $Z = -3.979$; $p = 0.000$), and the experimental class achieved a higher N-Gain score (67.81%) compared to the control class (30.42%). These findings confirm that an ethnomathematics-based PBL model effectively improves elementary school students' numeracy skills by connecting mathematical concepts to local cultural contexts that are familiar to them.

Keywords: ethnomathematics, numeracy skills, problem-based learning, elementary school, mathematics education