

## ABSTRAK

Fitria Rizky Rahmadhani, *Pengaruh Penggunaan Model Pembelajaran Contextual Teaching and Learning terhadap Kemampuan Numerasi Mata Pelajaran Bahasa Indonesia Materi Grafik dan Tabel pada Siswa Kelas II Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun, Pembimbing (1) Dr. Sri Lestari, M.Pd., (II) Naniek Kusumawati, S.Pd., M.Pd.

Penelitian ini dilatarbelakangi oleh lemahnya literasi numerasi dasar siswa kelas II SN Lebak dalam membaca informasi visual (grafik dan tabel) akibat pembelajaran yang kurang relevan dengan dunia mereka. Guna menyelesaikannya, efektivitas model pembelajaran *Contextual Teaching and Learning* (CTL) diterapkan pada materi Bahasa Indonesia tersebut. Eksperimen kuantitatif dengan rancangan *One-Group Pretest-Posttest* digunakan sebagai metode penelitian. Berdasarkan hasil evaluasi, terdapat lonjakan performa yang signifikan setelah intervensi diberikan, terlihat dari rata-rata *posttest* kelompok eksperimen (86,75) yang melampaui kelompok kontrol (76,25). Penolakan hipotesis nol ( $H_0$ ) didukung oleh perolehan *p-value* 0,008 ( $< 0,05$ ). Penelitian ini menyimpulkan bahwa model CTL sukses meningkatkan kemampuan numerasi siswa secara signifikan melalui proses rekonstruksi pemahaman yang menghubungkan materi pelajaran dengan konteks aktivitas sehari-hari.

**Kata kunci:** *Contextual Teaching and Learning* (CTL), Literasi Numerasi, Grafik dan Tabel.

## ABSTRACT

Fitria Rizky Rahmadhani. *The Effect of Using the Contextual Teaching and Learning Model on Numeracy Skills in Indonesian Language Subject covering Graphics and Tables Materials for Second-Grade Elementary School Students*. Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Sri Lestari, M.Pd., (II) Naniek Kusumawati, S.Pd., M.Pd.

*This research was motivated by the weak basic numeracy literacy of second-grade students at SDN Lebak in reading visual information (graphics and tables) due to learning activities that were less relevant to their world. To address this issue, the effectiveness of the Contextual Teaching and Learning (CTL) model was applied to the Indonesian language materials. A quantitative experiment with a One-Group Pretest-Posttest design was employed as the research method. Based on the evaluation results, there was a significant performance surge after the intervention was administered, as evidenced by the average posttest score of the experimental group (86.75) which outperformed the control group (76.25). The rejection of the null hypothesis was supported by a obtained  $p$ -value of 0.008 ( $< 0.05$ ). This study concludes that the CTL model successfully improves students' numeracy skills significantly through a comprehension reconstruction process that connects the lesson material with daily activity contexts.*

**Keywords:** Contextual Teaching and Learning (CTL), Numeracy Skills, Graphics and Tables.

