PENGARUH MODEL PEMBELAJARAN *SITUATION BASED LEARNING (SBL)* TERHADAP KEMAMPUAN NUMERASI DAN TINGKAT EFIKASI DIRI SISWA KELAS V DI SDN 1 BAKTISERAGA

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan; (1) perbedaaan kemampuan numerasi antara kelompok siswa yang dibelajarkan dengan model pembelajaran *Situation Based Learning* dan kelompok siswa yang tidak dibelajarkan menggunakan model pembelajaran *Situation Based Learning*. (2) perbedaaan tingkat efikasi diri antara kelompok siswa yang dibelajarkan dengan model pembelajaran *Situation Based Learning* dan kelompok siswa yang tidak dibelajarkan menggunakan model pembelajaran *Situation Based Learning*. (3) perbedaaan kemampuan numerasi dan tingkat efikasi diri antara kelompok siswa yang dibelajarkan dengan model pembelajaran *Situation Based Learning* dan kelompok siswa yang tidak dibelajarkan menggunakan model pembelajaran *Situation Based Learning* di kelas V SD di SDN 1 Baktiseraga Kecamatan Buleleng tahun pelajaran 2023/2024. Jenis penelitian ini adalah eksperimen semu, dengan desain *Posttest-only control group design*. Populasi penelitian ini adalah seluruh siswa kelas V SDN 1 Baktiseraga. Sampel penelitian ini adalah kelas VA sebagai kelas eksperimen dan kelas VB sebagai kelas kontrol yang diperoleh dari teknik *cluster random sampling*. Metode analisis yang digunakan dalam penelitian ini meliputi analisis statistik deskriptif dan analisis statistik inferensial yang menggunakan *Multivariate Analysis of Variance* (MANOVA). Hasil penelitian menunjukkan bahwa rata-rata skor kemampuan numerasi pada kelompok eksperimen (31,3) lebih besar dari rata-rata skor kemampuan numerasi pada kelompok kontrol (29,3) dan rata-rata skor tingkat efikasi diri pada kelompok eksperimen (77,83) lebih besar dari rata-rata skor tingkat efikasi diri pada kelompok konrol (66,83). Berdasarkan hasil analisis MANOVA data kemampuan numerasi dan tingkat efikasi diri menunjukkan bahwa nilai signifikansi (0,001) lebih kecil dari (*sig.* 0,05). Dengan demikian, model pembelajaran *Situation Based Learning* berpengaruh terhadap kemampuan numerasi dan tingkat efikasi diri siswa kelas V di SDN 1 Baktiseraga Kecamatan Buleleng tahun pelajaran 2023/2024.

Kata Kunci: *Situation Based Learning,* Kemampuan Numerasi, Tingkat Efikasi Diri, Pembelajaran Matematika

THE EFFECT OF *THE SITUATION BASED LEARNING (SBL)* LEARNING MODEL ON THE NUMERACY ABILITY AND SELF-EFFICACY LEVEL OF GRADE V STUDENTS AT SDN 1 BAKTISERAGA

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ABSTRACT

This study aims to describe and explain; (1) the difference in numeracy ability between the group of students who were taught with the *Situation Based Learning* learning model and the group of students who were not taught using the *Situation Based Learning* learning model. (2) the difference in the level of self-efficacy between the group of students who were taught with the *Situation Based Learning* learning model and the group of students who were not taught using the *Situation Based Learning* learning model. (3) differences in numeracy skills and self-efficacy levels between groups of students who were taught with the *Situation Based Learning* learning model and groups of students who were not taught using the *Situation Based Learning* learning model in grade V of elementary school at SDN 1 Baktiseraga Buleleng District for the 2023/2024 school year. This type of research is a pseudo-experiment, with *a Posttest-only control group design.* The population of this study is all students of grade V of SDN 1 Baktiseraga. The sample of this study is the VA class as an experimental class and the VB class as a control class obtained from *the cluster random sampling* technique. The analysis methods used in this study include descriptive statistical analysis and inferential statistical analysis using *Multivariate Analysis of Variance* (MANOVA). The results showed that the average score of numeracy ability in the experimental group (31.3) was greater than the average score of numeracy ability in the control group (29.3) and the average score of self-efficacy level in the experimental group (77.83) was greater than the average score of self-efficacy level in the control group (66.83). Based on the results of MANOVA analysis, the data on numeracy ability and self-efficacy showed that the significance value (0.001) was less than (*sig.* 0.05). Thus, the *Situation Based Learning* learning model has an effect on the numeracy ability and self-efficacy level of grade V students at SDN 1 Baktiseraga Buleleng District for the 2023/2024 school year.

Keywords: *Situation Based Learning,* Numeracy Ability, Self-Efficacy Level, Mathematics Learning