

**ETNOMATEMATIKA TERHADAP KEMAMPUAN LITERASI
NUMERASI SISWA KELAS V SD GUGUS 2 KECAMATAN
KARANGASEM TAHUN PELAJARAN 2024/2025**

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ABSTRAK

Masih ditemukan guru yang memakai teknik pengajaran tradisional, siswa hanya memperoleh pengetahuan yang disampaikan oleh gurunya saja. Siswa masih kurang dalam mengerti gagasan penyelesaian masalah matematika, sehingga siswa lebih sulit dalam mengerti konsep berhitung. Riset ini punya misi dalam menganalisis dampak *Problem Based Learning* dengan basis Etnomatematika terhadap keterampilan Literasi Numerasi. Jenis riset ini ialah penelitian eksperimen. Dalam riset ini menggunakan bentuk penelitian (*quasy experimental*). Rancangan percobaan semu yang dipakai ialah *non- equivalent post-test only control group design*. Populasi riset ini yakni seluruh kelas V SD Gugus 2 sebanyak 148 murid. Teknik penentuan sampel memakai *random sampling*. Teknik pengumpulan data riset ini memakai metode tes berjenis pilihan ganda. Analisis data yang dipakai ialah analisis deskriptif kuantitatif dengan uji-t. Hasil penelitian ini didapat thitung 2,051 serta ttabel sebesar 2,011 (thitung > ttabel). Sesuai riset yang sudah dilaksanakan, maka ada dampak signifikan *Problem Based Learning* etnomatematika pada keterampilan Literasi Numerasi murid kelas V SD Gugus 2. Efek pada riset ini, bisa menumbuhkan literasi numerasi murid kelas V SD yang berdampak pada pemahaman matematika yang lebih relevan.

Kata kunci: *Problem Based Learning*, Etnomatematika, Literasi Numerasi

**ETHNOMATHEMATICS ON THE NUMERACY LITERACY ABILITY
OF GRADE V STUDENTS OF ELEMENTARY SCHOOL GUGUS 2,
KARANGASEM DISTRICT IN THE 2024/2025 ACADEMIC YEAR**

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ABSTRACT

There are still teachers who use traditional teaching techniques, students only get the knowledge conveyed by their teachers. Students still lack in understanding the idea of solving mathematical problems, so students find it more difficult to understand the concept of counting. This research has a mission to analyze the impact of Problem Based Learning based on Ethnomathematics on Numeracy Literacy skills. This type of research is experimental research. This research uses a form of research (quasy experimental). The quasi-experimental design used is non-equivalent post-test only control group design. The population of this research is all grade V of Elementary School Gugus 2 as many as 148 students. The sampling technique uses random sampling. The data collection technique for this research uses a multiple-choice test method. The data analysis used is quantitative descriptive analysis with t-test. The results of this study obtained t count of 2.051 and t table of 2.011 ($t \text{ count} > t \text{ table}$). According to the research that has been carried out, there is a significant impact of Problem Based Learning ethnomathematics on the Numeracy Literacy skills of grade V elementary school students in Cluster 2. The effect of this research can foster numeracy literacy in grade V elementary school students which has an impact on a more relevant understanding of mathematics.

Keywords: Problem Based Learning, Ethnomathematics, Numeracy Literacy