PENGARUH MODEL PEMBELAJARAN *PROJECT BASED LEARNING* (PjBL) TERHADAP KEMAMPUAN NUMERASI SISWA SEKOLAH DASAR

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ABSTRAK

Penelitian ini bertujuan untuk membuktikan pengaruh model pembelajaran *Project Based Learning* (PjBL) terhadap kemampuan numerasi siswa kelas III SDN Mekarmulya III pada materi penyajian data. Latar belakang penelitian adalah rendahnya kemampuan numerasi akibat metode pembelajaran konvensional yang kurang melibatkan siswa secara aktif. Penelitian menggunakan pendekatan kuantitatif dengan desain *pre-eksperimental* (*one group pretest – posttest*) dan melibatkan 20 siswa sebagai sampel dari total populasi 75 siswa. Teknik pengumpulan data menggunakan tes uraian 10 soal numerasi. Analisis data menggunakan deskriptif statistik, meliputi uji normalitas, uji homogenitas, uji *paired sample t-test* dan uji N-Gain. Hasil *uji paired sample t – test* menunjukkan nilai signifikansi $0,001 < 0,05$, yang berarti terdapat perbedaan signifikan antara nilai *pretest* dan *posttest*. Selain itu, rata-rata nilai N – Gain sebesar 0,50 termasuk kategori sedang, yang mengindikasikan adanya peningkatan kemampuan numerasi setelah diberikan perlakuan dengan model PjBL. Dengan rata-rata nilai *pretest* dan *posttest* meningkat dari 71,05 menjadi 84,80. Temuan ini menunjukkan bahwa model *project based learning* efektif dalam meningkatkan kemampuan numerasi siswa. Model ini juga sesuai dengan karakteristik siswa SD dan mendukung pembelajaran abad 21.

Kata Kunci : *Project Based Learning* (PjBL), kemampuan numerasi, penyajian data, siswa sekolah dasar

***The Influence of the Project Based Learning (PjBL) Model on Elementary
School Students' Numeracy Ability***

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ABSTRACT

This study aims to prove the effect of the Project Based Learning (PjBL) learning model on the numeracy skills of third-grade students of SDN Mekarmulya III on data presentation material. The background of the study is the low numeracy skills due to conventional learning methods that do not actively involve students. The study used a quantitative approach with a pre-experimental design (one group pretest - posttest) and involved 20 students as a sample from a total population of 75 students. The data collection technique used a descriptive test of 10 numeracy questions. Data analysis used descriptive statistics, including normality tests, homogeneity tests, paired sample t-tests and N-Gain tests. The results of the paired sample t-test showed a significance value of 0.001 <0.05, which means there is a significant difference between the pretest and posttest scores. In addition, the average N-Gain value of 0.50 is included in the moderate category, which indicates an increase in numeracy skills after being treated with the PjBL model. With the average pretest and posttest scores increasing from 71.05 to 84.80. These findings indicate that the project-based learning model is effective in improving students' numeracy skills. This model also aligns with the characteristics of elementary school students and supports 21st-century learning.

Keywords: *Project Based Learning (PjBL), numeracy skills, data presentation, elementary school students*