

## ABSTRAK

**FARHATUN TRISNA ADILLA. 8216182035.** Perbedaan Kemampuan Literasi Numerasi dan Minat Belajar dengan Menggunakan Model Pembelajaran *Problem Based Learning* dan *Cognitive Growth* pada Siswa Sekolah Dasar. Program Studi Pendidikan Dasar Pascasarjana 2023.

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan literasi numerasi siswa dalam pembelajaran matematika. Adapun tujuan dari penelitian ini untuk menganalisis: 1) Perbedaan kemampuan literasi numerasi siswa yang diajar menggunakan model pembelajaran *Problem Based Learning* dengan siswa yang diajar menggunakan model pembelajaran *Cognitive Growth*; 2) Perbedaan minat belajar siswa pada model pembelajaran *Problem Based Learning* dengan siswa yang diajar menggunakan model pembelajaran *Cognitive Growth*; 3) Interaksi antara model pembelajaran *Problem Based Learning* dan *Cognitive Growth* dengan kemampuan awal matematika siswa terhadap kemampuan literasi numerasi siswa; 4) Interaksi antara model pembelajaran *Problem Based Learning* dan *Cognitive Growth* dengan kemampuan awal matematika terhadap minat belajar siswa. Jenis penelitian ini adalah eksperimen semu (*Quasi Eksperimen*). Penelitian ini dilaksanakan di SD Negeri 7 Langsa pada semester ganjil Tahun Ajaran 2023/2024. Instrumen yang digunakan yaitu tes kemampuan literasi numerasi dan non tes berupa angket minat belajar siswa. Hasil penelitian menunjukkan bahwa: 1) Tidak terdapat perbedaan yang signifikan antara kemampuan literasi numerasi siswa yang diberi model pembelajaran *Problem Based Learning* dengan siswa yang diberi model pembelajaran *Cognitive Growth*; 2) Tidak terdapat perbedaan yang signifikan antara minat belajar siswa yang memperoleh pembelajaran *Problem Based Learning* dengan siswa yang memperoleh pembelajaran *Cognitive Growth*; 3) Tidak terdapat interaksi antara model pembelajaran *Problem Based Learning* dan *Cognitive Growth* dengan kemampuan awal matematika terhadap kemampuan literasi numerasi siswa; 4) Tidak terdapat interaksi antara model pembelajaran *Problem Based Learning* dan *Cognitive Growth* dengan kemampuan awal matematika terhadap minat belajar siswa. Maka dapat disimpulkan bahwa pembelajaran yang diberikan perlakuan model pembelajaran *Problem Based Learning* dan *Cognitive Growth* tidak terdapat perbedaan untuk kemampuan literasi numerasi dan minat belajar pada siswa kelas V Sekolah Dasar Negeri 7 Langsa.

**Kata Kunci:** Kemampuan Literasi Numerasi, Minat Belajar, *Problem Based Learning*, *Cognitive Growth*

## ABSTRACT

**FARHATUN TRISNA ADILLA. 8216182035.** Differences in Numeracy Literacy Ability and Interest in Learning Using Learning Models Problem Based Learning and Cognitive Growth in Elementary School Students. Postgraduate Basic Education Study Program 2023.

This research is motivated by the importance of students' numeracy literacy skills in mathematics learning. The aim of this research is to analyze: 1) Differences in the numeracy literacy abilities of students who are taught using the learning model Problem Based Learning with students who are taught using a learning model Cognitive Growth; 2) Differences in students' learning interests in learning models Problem Based Learning with students who are taught using a learning model Cognitive Growth; 3) Interaction between learning models Problem Based Learning and Cognitive Growth with students' initial mathematics abilities on students' numeracy literacy abilities; 4) Interaction between learning models Problem Based Learning and Cognitive Growth with initial mathematics abilities on students' learning interest. This type of research is a quasi-experiment. This research was carried out at SD Negeri 7 Langsa in the first semester of the 2023/2024 academic year. The instruments used were a numeracy literacy ability test and a non-test in the form of a student interest in learning questionnaire. The research results show that: 1) There is no significant difference between the numeracy literacy abilities of students who were given the learning model Problem Based Learning with students who are given a learning model Cognitive Growth; 2) There is no significant difference between the learning interests of students who receive learning Problem Based Learning with students who receive learning Cognitive Growth; 3) There is no interaction between learning models Problem Based Learning and Cognitive Growth with the initial ability of mathematics to the numeracy literacy ability of students; 4) There is no interaction between learning models Problem Based Learning and Cognitive Growth with initial mathematics abilities on students' learning interest. So it can be concluded that learning is given learning model treatment Problem Based Learning and Cognitive Growth There was no difference in numeracy literacy skills and interest in learning in class V students at Langsa 7 State Elementary School.

**Keywords:** Numeracy Literacy Ability, Interest in Learning, *Problem Based Learning, Cognitive Growth*