

ABSTRACT

AGIS MULYANI. 2024. **Pengembangan Bahan Ajar Berbasis Kontekstual Untuk Mengeksplor Kemampuan Literasi Numerasi**. Program Studi Magister Pendidikan Matematika. Program Pascasarjana. Universitas Siliwangi.

This study aims to produce contextual-based teaching materials to explore students' numeracy literacy skills, analyze the effectiveness of teaching materials and analyze numeracy literacy skills after using teaching materials. The subjects in this study were 3 mathematics teachers, 10 students taken from class XI other than class XI MIPA 1, 2 material experts, 2 media experts and 32 students of class XI MIPA 1 SMAN 1 Sindangkasih. The method used in this research is the research and development method (Research & Development) with the 4D development model through the stages of Define, Design, Development, and Dissemination to get a product that is valid and feasible to use. Data collection techniques in this study are through observation, interviews, questionnaires and numeracy literacy tests. The instruments used in this research are material expert validation sheet, media expert validation sheet, user response questionnaire, and numeracy literacy test questions. Based on the results of research and development, at the define stage researchers analyzed the needs of teaching materials and materials. At the design stage, researchers made teaching material designs in Canva for Education web-based applications, compiled validation sheets for material experts and media experts, made user response questionnaires and designed test questions for students' numeracy literacy skills. At the development stage, researchers produce products that have been designed, conduct expert tests to material experts and media experts with validation results in the "very valid" category and conduct product trials to 3 mathematics teachers and 10 students outside of class XI MIPA 1 and get a positive response with the category "very good". Furthermore, Teaching Materials were applied in learning activities to 32 students of class XI MIPA 1 and it was known that the average value of students' numeracy literacy skills on the posttest was 71.56. User response to the Teaching Materials was positive with the category "very good". Furthermore, at the dissemination stage, researchers conducted dissemination by providing soft files of teaching materials to mathematics teachers at SMAN 1 Sindangkasih and conducting socialization through zoom meetings. The results of Effect Size (ES) testing obtained a value of 2.29 and included in the "strong effect" classification. It can be concluded that contextual-based teaching materials are feasible to use to explore numeracy literacy skills.

Keywords: Teaching materials, contextual, numeracy literacy skills.