**ABSTRAK**

Khasanah, Naviatul. 2024. *Pengaruh Pembelajaran Berdiferensiasi Dengan Pendekatan Saintifik Terhadap Soal Cerita Materi Pecahan Kelas IV SD Di Desa Jatisawit*. Skripsi, Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Peradaban, Pembimbing: Yuni Suprapto, M. Pd.

Kata Kunci: *Pembelajaran Berdiferensiasi, Pendekatan Saintifik, Literasi Numerasi (Soal Cerita).*

Kurikulum Merdeka merupakan paradigma baru dalam pendidikan yang bertujuan untuk menghadapi tantangan abad ke-21. Pembelajaran abad 21 dinyatakan bahwa pembelajaran ini harus mencakup literasi numerasi.literasi numerasi dinilai penting karena akan mendorong peserta didik dalam berpikir kritis, berpikir kreatif, berkomunikasi dengan baik dan berkolaborasi. Proses pembelajaran dapat mempengaruhi literasi numerasi siswa. Pembelajaran berdiferensiasi adalah pembelajaran yang mengakomodir kebutuhan belajar siswa, mencakup pembuatan materi, proses pembelajaran, dan memungkinkan siswa menghasilkan produk selama proses pembelajaran. Pendekatan saintifik dapat membantu menjawab rasa ingin tahu siswa melalui proses yang sistematis. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh pembelajaran berdiferensiasi dengan pendekatan saintifik terhadap literasi numerasi siswa kelas IV SD. Penelitian ini menggunakan metode eksperimen dengen jenis penelitian yaitu *Pre-Test and Post-Test with Non-Equivalent Control-Group Design.* Uji hipotesis menggunakan *independent sample t test* Sampel terdiri dari 49 siswa, 25 siswa SD Negeri Jatisawit 01 sebagai kelas eksperimen dan 24 siswa SD Negeri Jatisawit 05 sebagai kelas kontrol. Hasil penelitian menunjukan bahwa uji t *posttest*  literasi numerasi dengan nilai t sebesar 2,867 > ttabel 2,012 dan nilai sig. (2-tailed) 0,006 < 0,05, sehingga diperoleh hasil bahwa Ha diterima, dengan kata lain, maka terdapat pengaruh pembelajaran berdiferensiasi dengan pendekatan saintifik terhadap literasi numerasi siswa kelas IV SD di desa Jatisawit.

***ABSTRACT***

*Khasanah, Naviatul 2024. The Effect of Differentiated Learning Using a Scientific Approach on the Story Problem on Fraction Material for Grade IV Elementary School in Jatisawit Village. Thesis, Department of Primary School Teacher Education, Faculty of Teacher Training and Education, Peradaban University, Supervisor: Yuni Suprapto, M. Pd.*

*Keywords: Differentiated Learning. Scientific Approach, Numeracy Literacy (Story Problem)*

*The Independent Curriculum is a new paradigm in education that aims to face the challenges of the 21st century. 21st century learning states that this learning must include numeracy literacy.numeracy literacy is considered important because it will encourage students to think critically, think creatively, communicate well and collaborate. The learning process can affect students' numeracy literacy. Differentiated learning is learning that accommodates the learning needs of students, includes the creation of materials, the learning process, and allows students to produce products during the learning process. A scientific approach can help answer students' curiosity through a systematic process. This study aims to find out whether there is an influence of differentiated learning with a scientific approach on the numeracy literacy of grade IV elementary school students. This study uses an experimental method with the type of research, namely Pre-Test and Post-Test with Non-Equivalent Control-Group Design. The hypothesis test uses an independent sample t test The sample consists of 49 students, 25 students of SD Negeri Jatisawit 01 as the experimental class and 24 students of SD Negeri Jatisawit 05 as the control class. The results of the study showed that the numeracy literacy posttest t test with a t value of 2.867 > table 2.012 and a sig. (2-tailed) 0.006 < 0.05, so that the result was obtained that Ha was accepted, in other words, there was an influence of differentiated learning with a scientific approach on the numeracy literacy of grade IV elementary school students in Jatisawit village.*