

ABSTRAK

Zahra Mahfuzah: Pengembangan Video Pembelajaran Berbasis *Culturally Responsive Teaching* untuk Memfasilitasi Kemampuan Literasi dan Numerasi Peserta Didik di SMP Negeri 1 Dewantara. **Program Studi Pendidikan Matematika FKIP Universitas Malikussaleh, 2025.**

Penelitian ini didasarkan pada rendahnya kemampuan literasi numerasi peserta didik yang ditunjukkan melalui hasil tes dan observasi awal di SMP Negeri 1 Dewantara, yang menunjukkan banyak peserta didik belum mampu memecahkan masalah kontekstual yang mengaitkan angka dan simbol dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengembangkan video pembelajaran berbasis *Culturally Responsive Teaching* (CRT) untuk memfasilitasi kemampuan literasi numerasi peserta didik pada materi Sistem Persamaan Linear Dua Variabel (SPLDV).

Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi tahapan Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Validasi ahli media dan ahli materi dilakukan untuk menguji kevalidan produk, sementara angket respon peserta didik dan hasil belajar digunakan untuk menilai kepraktisan dan keefektifan. Hasil validasi ahli media memperoleh persentase 91,66% (sangat layak), validasi ahli materi 95% (sangat layak), kepraktisan video pembelajaran berdasarkan angket peserta didik sebesar 83,82% (sangat praktis), dan hasil belajar peserta didik menunjukkan efektivitas sebesar 86,95% (sangat efektif).

Berdasarkan hal tersebut, dapat disimpulkan bahwa video pembelajaran berbasis *culturally responsive teaching* terbukti valid, praktis, dan efektif digunakan dalam pembelajaran matematika materi SPLDV untuk memfasilitasi kemampuan literasi numerasi peserta didik. Produk ini diharapkan menjadi media pembelajaran yang inovatif dalam mendukung peningkatan kualitas pendidikan matematika yang lebih kontekstual, menyenangkan, dan relevan dengan kehidupan sehari-hari peserta didik.

Kata Kunci: Literasi Numerasi, Video Pembelajaran, *Culturally Responsive Teaching*, SPLDV, ADDIE.

ABSTRACT

Zahra Mahfuzah: *Development of a Culturally Responsive Teaching-Based Learning Video to Facilitate Literacy and Numeracy Skills of Students at SMP Negeri 1 Dewantara. Mathematics Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University, 2025.*

This study is based on the low numeracy literacy skills of students as shown through the results of initial tests and observations at SMP Negeri 1 Dewantara, which show that many students have not been able to solve contextual problems that link numbers and symbols in everyday life. This study aims to develop a learning video based on Culturally Responsive Teaching (CRT) to facilitate students' numeracy literacy skills in the Two Variable Linear Equation System (SPLDV) material.

This study uses the Research and Development (R&D) method with the ADDIE development model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. Validation by media experts and material experts was carried out to test the validity of the product, while student response questionnaires and learning outcomes were used to assess practicality and effectiveness. The results of the media expert validation obtained a percentage of 91.66% (very feasible), material expert validation 95% (very feasible), the practicality of the learning video based on the student questionnaire was 83.82% (very practical), and student learning outcomes showed an effectiveness of 86.95% (very effective).

Based on this, it can be concluded that culturally responsive teaching-based learning videos are proven to be valid, practical, and effective for use in learning mathematics SPLDV material to facilitate students' numeracy literacy skills. This product is expected to be an innovative learning medium in supporting the improvement of the quality of mathematics education that is more contextual, enjoyable, and relevant to students' daily lives.

Keywords: *Numeracy Literacy, Instructional Video, Culturally Responsive Teaching, SPLDV, ADDIE.*