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# CT-MAP Model: Transforming Mathematics Learning in Elementary Schools in the Society 5.0 Era

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***Abstract***

*Mathematics education in the Society 5.0 era requires elementary school students not only to master high-level cognitive skills but also to possess the mental resilience to navigate complex problems. However, the reality on the ground reveals low critical thinking skills and widespread math anxiety, which erodes student resilience. This qualitative study aims to explore the transformation of mathematics learning in primary schools through the implementation of the innovative CT-MAP (Contextual Thinking, Modelling, Application, Presentation) learning model. A qualitative descriptive approach with a case study design was employed. The study involved a single class of fifth-grade elementary school students in Blitar Regency. Data were collected through participant observation during the CT-MAP syntax implementation, in-depth interviews with students and the teacher, and an analysis of student worksheets. Data analysis utilized the thematic analysis technique developed by Miles and Huberman (data reduction, data display, and conclusion drawing). Research findings indicate that the CT-MAP model transformation significantly stimulates students' critical thinking skills through the Contextual Thinking and Modelling phases. Meanwhile, the Application and Presentation phases serve as key catalysts for building mathematical resilience, transforming student anxiety into a resilient, confident mindset when presenting mathematical solutions. The CT-MAP model has proven effective as a pedagogical innovation relevant to the demands of Society 5.0, as it is capable of simultaneously integrating the development of cognitive and affective aspects in elementary school students.*

## INTRODUCTION

The transformation of education in the Society 5.0 era has changed the learning paradigm from merely transferring knowledge to developing 21st-century competencies that position students as individuals who are able to think critically, creatively, collaboratively, communicatively, and adaptively to technological developments. (Pendidikan et al., 2025). In this context, learning mathematics is no longer seen as a process of memorizing formulas and completing algorithmic procedures, but rather as a vehicle for building reasoning skills, solving

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contextual problems, and making logical decisions based on data and information. (Miagusttin et al., n.d.). Society 5.0 emphasizes the harmonization between human intelligence and digital technology so that mathematics learning is required to be able to facilitate students in constructing knowledge, utilizing technology wisely (Nada & Handayani, 2022). In addition, it also connects mathematical concepts with various real problems faced in everyday life. (Society, n.d.). Therefore, it is necessary to transform mathematics learning which is not only oriented towards learning outcomes, but also towards thinking processes and meaningful learning experiences (J. Pendidikan et al., 2026).

Mathematics learning in elementary school has a strategic role in forming the foundation of logical, analytical, systematic and critical thinking skills from an early age (Saputra, 2024). However, the implementation of mathematics learning in various schools is still dominated by a teacher-centered approach (teacher-centered learning), with an emphasis on direct delivery of concepts, routine practice questions, and achieving final results (Mutaqin et al., 2025). This learning pattern causes students to memorize procedures more than they understand the meaning of the concepts they are learning. As a result, students often experience difficulties when faced with non-routine problems that require the ability to analyze, evaluate, develop solution strategies, and communicate mathematical reasoning logically (Al-shehri & Alaudan, 2024). This condition shows that mathematics learning in elementary schools still requires innovation to be able to produce learning experiences that are more contextual, reflective, and oriented towards developing 21st-century competencies.

Various international assessment results such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) show that the mathematical literacy skills of Indonesian students are still in the category that requires improvement (Pembelajaran et al., 2023), especially in the aspects of reasoning, problem solving, and application of mathematical concepts to real life situations. Hana et al., (2024) It is believed that most students still experience difficulties in integrating mathematical knowledge with authentic contexts, so that ongoing learning is not fully capable of developing higher-order thinking skills (HOTS). The results of the Minimum Competency Assessment (AKM) also show that students' numeracy skills are still dominated by basic understanding. (Setianingsih & Ekayanti, 2022). Meanwhile, the ability to analyze, evaluate and solve complex problems is still relatively low (Juandi & Review, 2023). This fact further emphasizes the need for a transformation of mathematics learning that is more relevant to the characteristics of Society 5.0.

Various innovative learning models, such as Problem-Based Learning, Project-Based Learning, Discovery Learning, Inquiry Learning, and Realistic Mathematics Education (RME), have been widely implemented to improve the quality of mathematics instruction. These models have been proven to enhance students' learning activities, problem-solving skills, and mathematical reasoning through more active and contextual learning (Fitriyah et al., 2022). However, each model has different characteristics and focuses, so they do not fully integrate all the learning stages necessary to produce a complete learning experience, from connecting

contextual problems, developing critical thinking processes, building mathematical models, applying concepts in problem solving, to communicating and reflecting on learning outcomes. Consequently, teachers still need a learning model that can integrate these various advantages in a systematic learning framework that is in line with the demands of the Society 5.0 Era.

Previous studies have developed various learning models to improve critical thinking skills, such as Problem-Based Learning, Discovery Learning, Realistic Mathematics Education (RME), Inquiry Learning, and Project-Based Learning. Research results show that these models can improve the quality of mathematical reasoning because they provide opportunities for students to explore real-world problems, discuss them, and actively build concepts. Furthermore, several studies have also shown that problem-based learning models can increase mathematical resilience through challenging learning experiences that still provide academic and emotional support to students.

However, the literature review reveals several research gaps. First, most studies still examine learning solely from the perspective of improving cognitive abilities, particularly conceptual understanding or critical thinking, while their integration with the development of mathematical resilience remains relatively limited. Mathematical resilience, here, is the ability to persist, adapt, and remain engaged in facing mathematical challenges. (Johnston-wilder et al., 2021) *Second*, research on mathematics learning in the Society 5.0 era places more emphasis on the use of digital technology or digital literacy. (Yanuarto et al., 2021). Meanwhile, the relationship between meaningful learning, critical thinking, and mathematical resilience has not been comprehensively discussed. Third, most research is partial, only testing the effectiveness of a particular learning model, thus failing to provide a conceptual synthesis of the characteristics of meaningful mathematics learning that can simultaneously develop students' cognitive and affective dimensions in facing the challenges of Society 5.0.

Based on these gaps, the CT-MAP Model is seen as having potential as a mathematics learning innovation that can transform the learning process in elementary schools in accordance with the characteristics of the Society 5.0 Era. This model integrates contextual learning, critical thinking development, mathematical modeling, concept application, and communication and reflection in one systematic learning syntax so that it can support the formation of 21st-century competencies. In addition, the flexibility of the CT-MAP Model allows the integration of various digital learning technologies as a medium for exploring problems, visualizing mathematical concepts, strengthening collaboration, and improving the quality of students' mathematical communication.

Therefore, this article aims to examine the CT-MAP Model as a transformation of mathematics learning in elementary schools in the Society 5.0 Era. The discussion focuses on the conceptual foundation, characteristics, learning syntax, and advantages of the CT-MAP Model in addressing the challenges of 21st-century mathematics learning. The results of this study are expected to provide theoretical contributions to the development of innovative mathematics

learning models and serve as an alternative for elementary school teachers in designing learning that is more contextual, meaningful, adaptive to technological developments, and student-centered.

## METHODS

This study uses a conceptual research approach that aims to develop a conceptual framework for the CT-MAP Model (The results of the literature search were conducted through seven databases, namely Scopus, Web of Science, ERIC, SpringerLink, ScienceDirect, Taylor & Francis, and Wiley Online Library using the keywords mathematics learning, Society 5.0, critical thinking, mathematical modeling, contextual learning, and elementary school. Based on the identification process, 186 articles were obtained. After filtering based on the year of publication (2020–2026), topic suitability, and completeness of the article, 42 articles were obtained that met the criteria for further analysis. The analysis shows that research on mathematics learning in the Society 5.0 Era is dominated by the development of critical thinking skills (30 articles), the use of digital technology (28 articles), and contextual learning (25 articles). In contrast, research discussing mathematical modeling was only found in 15 articles, while learning that integrates mathematical communication through presentation and reflection was only found in 10 articles. These findings indicate that previous research still develops students' abilities partially so that it has not produced a learning model that integrates all 21st-century competencies in one syntax. learning.

**Table 1. Results of Literature Synthesis on Mathematics Learning Development**

| Aspek yang Dikaji | Jumlah Artikel | Prosentase |
|---|---|---|
| Contextual Learning | 25 | 59,5% |
| Critical Thinking | 30 | 71,4% |
| Mathematical Modeling | 15 | 35,7% |
| Application/Problem Solving | 24 | 57,1% |
| Presentation & Reflection | 10 | 23,8% |

Table 1 shows that most research focuses on developing critical thinking skills, while presentation and reflection receive relatively little attention. These two aspects are crucial to 21st-century learning, enabling students to communicate ideas, defend mathematical arguments, and reflect on their learning process.

## RESULTS

### A. Transformation of Mathematics Learning in the Society 5.0 Era

The transformation of mathematics learning in the Society 5.0 era demands a paradigm shift from learning oriented toward mastery of procedures to learning that develops students' abilities to use mathematics to understand and solve real-life problems. The development of digital technology, artificial intelligence, and data utilization has changed the characteristics of society so that students are not only sufficient to master mathematical concepts and algorithms, but also need to have critical thinking, problem-solving, reasoning, communication, collaboration, and data

literacy skills (Gravemeijer et al., 2017). In the context of basic education, mathematics has a strategic position because it not only functions as academic knowledge, but also as a means to build logical, systematic, analytical and reflective thinking that is needed to face the complexities of life in the digital era.

This transformation requires mathematics learning to move from a *teacher-centered* paradigm to *student-centered learning* (Togatorop et al., 2025). Students need to be given the opportunity to build knowledge through contextual experiences, explore various strategies, ask questions, represent problems, test solutions, and communicate their thinking. Such mathematics learning emphasizes not only what to learn, but also how to think and how to use mathematics (Matematika et al., n.d.). This shift is crucial because memorizing formulas and following procedures does not guarantee students' ability to solve non-routine problems that require reasoning and decision-making. Therefore, mathematics learning needs to be designed to present authentic situations that allow students to connect abstract concepts with real-life experiences and understand the role of mathematics in everyday life.

From a Society 5.0 perspective, the integration of digital technology in mathematics learning also needs to be critically understood. The use of technology should not simply be interpreted as replacing conventional media with digital devices, but should also enhance the quality of students' thinking processes and learning experiences. Technology can be utilized for exploration, concept visualization, mathematical modeling, data processing, collaboration, and communication of results (Susanti et al., 2026). For example, in a simple statistics lesson, students can collect data using a digital survey application, process and present the data using electronic worksheets, and then communicate the analysis results through digital presentation media. This activity demonstrates that technology functions as a cognitive tool that supports students in building understanding, not as a substitute for mathematical thinking processes.

One important aspect of transforming mathematics learning is strengthening data literacy and critical thinking skills. Students live in an environment filled with information in the form of numbers, tables, graphs, and visualizations, making the ability to understand and evaluate information increasingly crucial (Badrun et al., 2024). Mathematics learning needs to provide students with experiences in identifying relevant information, analyzing relationships between data, evaluating the accuracy of information, and drawing conclusions based on evidence. In this context, simple statistics learning can be a strategic opportunity to develop critical thinking skills and data literacy because students are directly involved in the process of collecting, organizing, representing, interpreting, and communicating data (Azis, 2024). Thus, mathematics is no longer studied only to obtain answers, but is used to understand phenomena and support rational decision-making (Azis, 2024).

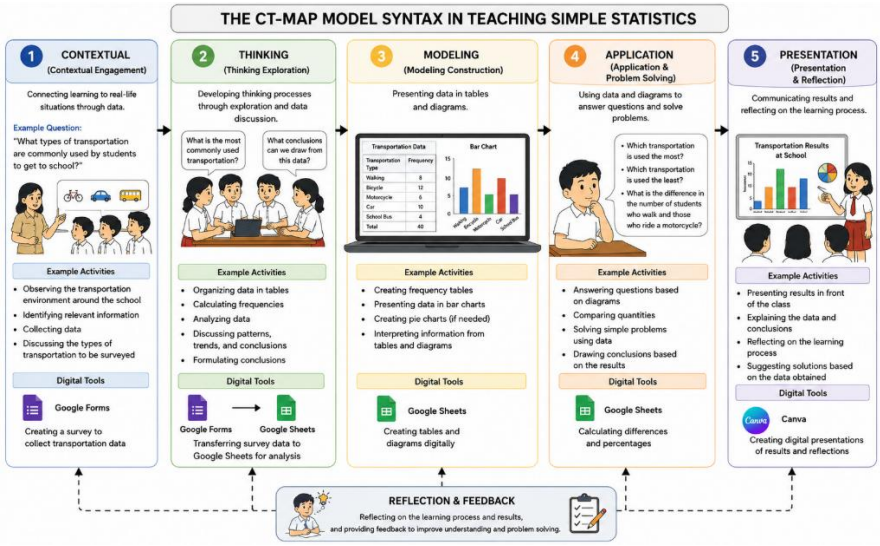
Based on this perspective, the CT-MAP (*Contextual, Thinking, Modeling, Application, Presentation*) model can be positioned as a conceptual alternative in transforming mathematics learning in the Society 5.0 era. The contextual stage connects mathematical concepts with authentic problems so that students can build understanding through the relationship between

mathematical knowledge and real situations. A contextual approach in mathematics learning is known to support students' problem-solving abilities and conceptual understanding. (Ramadhani, 2018). The Thinking stage is aimed at developing the ability to analyze, reason, and evaluate solution strategies, which is in line with the demands of developing high-level thinking skills in mathematics learning (Komariah, 2023). The Modeling stage bridges real situations with mathematical representations (Yanty et al., 2026), The Application stage develops the ability to apply concepts in diverse situations (Fatma et al., 2023), Meanwhile, Presentation provides space for students to communicate the results of their thinking through conveying ideas, strategies and mathematical solutions orally or in writing. (Yanti & Novitasari, 2021). These five stages form a continuous learning process so that students not only understand the concept, but are also able to use the concept to solve problems and explain the reasons for the solutions obtained.

Thus, the transformation of mathematics learning in the Society 5.0 era cannot be reduced to simply digitizing the learning process. The true transformation lies in changing the way students interact with mathematics, namely from simply receiving and memorizing information to the activity of understanding, reasoning, modeling, applying, and communicating knowledge. Within the CT-MAP framework, technology is positioned as a supporter of the thinking process, while students remain at the center of learning. Therefore, mathematics learning relevant to Society 5.0 is learning that is able to integrate real contexts, critical reasoning, modeling, problem solving, data literacy, digital technology, and mathematical communication in an integrated manner. This approach is expected to shape students who are not only mathematically competent, but also adaptive, critical, and able to use mathematics to address real-world problems in an increasingly complex and technology-based society.

**B. Development of the CT-MAP Model as a Transformation of Mathematics Learning**

The results of the literature synthesis indicate that there is no learning model that systematically integrates contextual learning, critical thinking, mathematical modeling, concept application, and mathematical communication in a single syntax. Based on these findings, the CT-MAP Model (*Contextual-Thinking-Modeling-Application-Presentation*) was developed as a mathematics learning model designed to address learning needs in the Society 5.0 Era. The CT-MAP Model consists of five interrelated learning stages. The Contextual stage aims to connect material with students' real experiences. The Thinking stage facilitates critical analysis and reasoning processes. The Modeling stage directs students to build mathematical representations of given problems. The Application stage encourages students to apply concepts in various authentic situations. Finally, the Presentation stage provides opportunities for students to communicate their thinking and reflect on the learning process.




**Picture 1. CT-MAP Model Syntax**

*(Source: Researcher development results, 2026)*

Picture 1 shows that each syntax has a hierarchical and continuous relationship. Learning begins with the presentation of a contextual problem and ends with communication and reflection, ensuring a meaningful and student-centered learning process.

## DISCUSSION

The synthesis results show that the CT-MAP Model offers novelty compared to widely used learning models, such as Problem Based Learning (PBL), Realistic Mathematics Education (RME), Inquiry Learning, and Project Based Learning (PjBL). The novelty of CT-MAP lies in the explicit integration of five learning processes that in previous models tend to be studied partially. Contextual and Thinking strengthen the connection of learning with authentic problems and critical reasoning, Modeling bridges real situations with mathematical representations, Application tests the ability to transfer knowledge, while Presentation ensures that the results of thinking are communicated and reflected upon. Thus, CT-MAP expands the orientation of mathematics learning from merely "*finding answers*" to "*understanding problems, building models, using evidence, and being accountable for solutions.*"

This finding aligns with Ausubel's theory of meaningful learning, which asserts that learning becomes more meaningful when new knowledge can be connected to relevant knowledge already stored in students' cognitive structures. In mathematics learning, this principle places prior knowledge as a crucial foundation for building deeper conceptual understanding, so that students are not merely memorizing procedures but are able to connect concepts and apply them in meaningful situations (Education, 2020). *Contextual* learning in CT-MAP functions to activate prior knowledge by presenting authentic problems, enabling students to gain more meaningful learning experiences. Furthermore, the Thinking and Modeling stages reinforce Piaget's constructivist perspective and Vygotsky's sociocultural theory that knowledge is constructed

through thought processes, social interactions, and representations of the objects being studied. (*Vygotsky, Lev*, 2014).

From a Society 5.0 perspective, the transformation of mathematics learning is not only characterized by the use of digital technology, but also by a shift in learning paradigms that positions students as active subjects in constructing knowledge. In the CT-MAP Model, technology is utilized as a medium to explore contextual problems, visualize mathematical models, support collaboration, and facilitate the presentation of learning outcomes. Thus, technology functions as a supporter of the thinking process, not as a learning objective. Conceptually, the results of this study indicate that the CT-MAP Model has the potential to be an alternative mathematics learning model relevant to the implementation of the Independent Curriculum and the demands of the Society 5.0 Era. The integration of contextual learning, critical thinking, mathematical modeling, concept application, and reflective presentations enables students to gain a more active, meaningful, and adaptive learning experience to technological developments. Therefore, further research is needed to test the validity, practicality, and effectiveness of the CT-MAP Model through a Design-Based Research (DBR) approach or experimental research in mathematics learning in elementary schools.

## CONCLUSION

Based on the results of the study and discussion, the CT-MAP (Contextual, Thinking, Modeling, Application, Presentation) Model can be positioned as a learning model that has the potential to transform elementary school mathematics learning in the Society 5.0 Era. This model integrates real-life contexts, critical thinking processes, mathematical modeling, application of concepts, and communication and reflection in one systematic learning flow. The application of CT-MAP to simple statistics learning shows that students are not only directed to understand concepts and procedures, but also involved in the process of collecting, processing, representing, analyzing, and communicating data. The integration of digital technology through Google Forms and Canva further strengthens data- and technology-based learning while supporting the development of conceptual understanding, critical thinking, mathematical communication, and data literacy. Thus, CT-MAP offers a transformation of mathematics learning from learning oriented on procedural mastery to learning that is contextual, meaningful, reasoning-based, and relevant to the demands of 21st-century competencies.

The implementation of the CT-MAP model needs to be tailored to student characteristics, teacher readiness, the availability of digital resources, and the school's environmental context. Teachers are advised to select authentic mathematical problems that are close to students' lives so that the contextual stage can provide meaningful learning experiences. The use of technology also needs to be carried out proportionally and directed to support thinking processes, information processing, modeling, and communication, not simply replacing conventional learning activities.

In its implementation, teachers need to provide gradual guidance so that students are able to utilize technology and understand the underlying mathematical concepts.

The limitations of this research lie in its conceptual nature, meaning the CT-MAP model has not been extensively empirically tested across various student characteristics and elementary school contexts. The discussion of the application of CT-MAP to simple statistics materials is also illustrative and not fully supported by experimental data proving the model's effectiveness in improving students' mathematical abilities. Furthermore, the success of digital technology integration depends heavily on the availability of devices, internet access, teachers' digital competence, and student readiness, allowing the model's implementation to address different conditions in each school.

Further research is recommended to use a Design-Based Research (DBR) approach to develop and refine the CT-MAP Model through a literate process that includes needs analysis, prototype design, expert validation, limited trials, and field implementation. Empirical research is also needed to test the validity, practicality, and effectiveness of CT-MAP on students' conceptual understanding, critical thinking skills, mathematical modeling, mathematical communication, and data literacy. In addition, the application of the model needs to be tested on various elementary school mathematics materials and different learning contexts to determine the model's flexibility. Future research can also further examine the contribution of digital technology integration in each CT-MAP syntax to the development of 21st-century competencies and students' readiness to face learning challenges in the Society 5.0 Era.

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