

ANALISIS KEMAMPUAN LITERASI MATEMATIKA GURU SEKOLAH DASAR GUGUS I KECAMATAN NEGARA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan literasi matematika guru dalam menyelesaikan soal matematika materi bilangan bulat, pecahan, aritmatika sosial dan statistika. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah guru kelas Sekolah Dasar di Gugus I Kecamatan Negara sebanyak 18 orang guru kelas dari 6 sekolah. Teknik pengumpulan data yang digunakan yaitu metode observasi, wawancara, dan tes. Instrumen penelitian berupa tes pilihan ganda kemampuan literasi matematika yang telah diuji validitas dan reliabilitasnya. Analisis data deskriptif kualitatif dalam penelitian ini meliputi reduksi data, penyajian data, triangulasi data, dan penarikan kesimpulan. Pada penelitian ini analisis kemampuan literasi matematika didasarkan pada langkah-langkah Polya yaitu memahami, merencanakan, melaksanakan dan memeriksa kembali. Berdasarkan hasil penelitian diperoleh bahwa nilai rata-rata tes kemampuan literasi matematika guru sebesar 81,94 dengan kategori tinggi dan dari hasil wawancara yang dianalisis dengan langkah-langkah Polya disimpulkan bahwa kemampuan literasi matematika guru masih ada kekeliruan dikarenakan tidak memahami masalah, kurang teliti membaca soal, tidak dapat menentukan strategi untuk memecahkan masalah, dan kurang terbiasa memeriksa kembali kesimpulan akhir proses perhitungan.

Kata kunci: literasi, numerasi, Polya.

ABSTRACT

This study aims to determine the ability of teachers' mathematical literacy in solving math problems on integers, fractions, social arithmetic and statistics. The type of research used in this research is descriptive qualitative research. The subjects of this study were 18 elementary school class teachers in Cluster I, Negara District, consisting of 18 class teachers from 6 schools. Data collection techniques used are observation, interviews, and tests. The research instrument was in the form of multiple choice tests of mathematical literacy skills that had been tested for validity and reliability. Analysis of qualitative descriptive data in this study includes data reduction, data presentation, data triangulation, and concluding. In this study the analysis of mathematical literacy skills is based on Polya's steps, namely understanding, planning, implementing and re-examining. Based on the results of the study it was found that the average score of the teacher's mathematical literacy ability test was 81.94 in the high category and from the results of the interviews analyzed with Polya's steps it was concluded that the teacher's mathematical literacy ability still made mistakes due to not understanding the problem, not reading the questions carefully, unable to determine strategies to solve problems, and less accustomed to re-examining the conclusions of the calculation process.

Keywords : literacy, numeracy, Polya

