

ANALISIS PEMAHAMAN LITERASI NUMERASI GURU SEKOLAH DASAR DI GUGUS 5 KECAMATAN BULELENG

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ABSTRAK

Penelitian ini bertujuan menggambarkan tingkat literasi numerasi guru sekolah dasar di Gugus 5 Buleleng tahun ajaran 2025/2026 menggunakan pendekatan kualitatif deskriptif melalui tes uraian dan wawancara terhadap 18 guru kelas IV, V, dan VI. Analisis tes mengacu pada kerangka PISA yang mencakup enam level kemampuan dan tiga proses kognitif, yaitu *formulating*, *employing*, dan *interpreting*. Hasil penelitian menunjukkan skor rata-rata literasi numerasi sebesar 2,67 yang berada pada Level 3 dengan variasi pemahaman antar guru. Kelemahan utama ditemukan pada tahap *formulating*, khususnya dalam membangun model matematika dan menentukan strategi penyelesaian, yang berkaitan dengan kesalahan pada tahap *interpreting* dalam menafsirkan konteks permasalahan serta kecenderungan berhenti pada perolehan jawaban tanpa mengevaluasi kewajaran hasil. Sementara itu, kemampuan pada tahap *employing* relatif lebih baik meskipun belum konsisten dalam memeriksa ketepatan perhitungan. Temuan ini berkontribusi pada pemetaan spesifik kelemahan proses kognitif literasi numerasi guru sebagai dasar perancangan pengembangan profesional yang lebih terarah.

Kata kunci: literasi numerasi, guru sekolah dasar, pemahaman, PISA

***ANALYSIS OF NUMERACY LITERACY COMPREHENSION OF ELEMENTARY
SCHOOL TEACHERS IN CLUSTER 5 BULELENG DISTRICT***

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ABSTRACT

This study is aimed at analyzing the numeracy level of elementary school teachers in Cluster 5, Buleleng District, in the 2025/2026 academic year using a descriptive qualitative approach through essay tests and interviews with 18 teachers in grades IV, V, and VI. Test analysis refers to the PISA framework, which includes six levels of ability and three cognitive processes: formulating, employing, and interpreting. The results show an average numeracy literacy score of 2.67, which is at Level 3, with variations in understanding among teachers. The main weaknesses were found in the formulating stage, particularly in building mathematical models and determining solution strategies, which were related to errors in the interpreting stage in interpreting the problem context and a tendency to stop at obtaining answers without evaluating the reasonableness of the results. Meanwhile, abilities in the employing stage were relatively better although not consistent in checking the accuracy of calculations. These findings contribute to a specific mapping of weaknesses in teachers' numeracy literacy cognitive processes as a basis for designing more targeted professional development.

Keywords: numeracy literacy, primary school teachers, comprehension, PISA