

ABSTRAK

Andriani, Susi. 2026. *Analisis Kemampuan Komunikasi Matematis Siswa SMA Negeri 4 Tanjungpinang ditinjau dari Self-Efficacy dalam Menyelesaikan Soal SPLTV dengan Konteks Kemaritiman*. Skripsi. Tanjungpinang: Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Dr. Rezky Ramadhona, S.Pd., M.Pd. Pembimbing II: Nurul Hilda Syani Putri, S.Pd., M.Si.

Kata Kunci : Kemampuan Komunikasi Matematis, Self-Efficacy, Konteks Kemaritiman

Kemampuan komunikasi matematis merupakan salah satu kompetensi penting dalam pembelajaran matematika. Namun, hasil PISA 2022 dan berbagai penelitian menunjukkan bahwa kemampuan tersebut masih tergolong rendah di Indonesia. Selain dipengaruhi oleh aspek kognitif, kemampuan komunikasi matematis juga berkaitan dengan aspek afektif, khususnya *self-efficacy*. Penelitian ini bertujuan mendeskripsikan kemampuan komunikasi matematis siswa ditinjau dari *self-efficacy* dalam menyelesaikan soal SPLTV dengan konteks kemaritiman. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian dipilih menggunakan teknik *purposive sampling*, yaitu dari 33 siswa kelas XI, diperoleh dua siswa pada setiap kategori *self-efficacy* sebagai subjek penelitian. Instrumen yang digunakan dalam penelitian ini meliputi angket *self-efficacy*, tes kemampuan komunikasi matematis berupa tiga soal SPLTV berkonteks kemaritiman, dan pedoman wawancara.

Data dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa terdapat keterkaitan antara kategori *self-efficacy* siswa dengan kemampuan komunikasi matematis dalam menyelesaikan soal SPLTV berkonteks kemaritiman. Namun, hubungan antara keduanya tidak selalu berbanding lurus, karena kemampuan komunikasi matematis siswa juga sangat dipengaruhi oleh karakteristik soal, pengalaman sebelumnya, dan kebiasaan siswa dalam menyelesaikan masalah. Siswa dengan *self-efficacy* tinggi memiliki kemampuan komunikasi matematis yang cukup baik, yang tercermin dari pemenuhan sebagian besar indikator. Siswa dengan *self-efficacy* sedang menunjukkan kemampuan komunikasi matematis yang bervariasi dan cenderung belum konsisten. Serta siswa dengan *self-efficacy* rendah memiliki kemampuan komunikasi matematis yang belum optimal dan mengalami banyak kendala.

ABSTRACT

Andriani, Susi. 2026. *Analysis of Students' Mathematical Communication Skills at State Senior High School 4 Tanjungpinang, Based on Self-Efficacy in Solving SPLTV Problems with a Maritime Context*. Undergraduate Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Advisor I: Dr. Rezky Ramadhona, S.Pd., M.Pd. Advisor II: Nurul Hilda Syani Putri, S.Pd., M.Si.

Keywords: *Mathematical Communication Skills, Self-Efficacy, Maritime Context*

Mathematical communication skills are an important competency in mathematics learning. However, the results of the 2022 PISA (Philosophy of Mathematics and Natural Sciences) and various studies indicate that these skills are still relatively low in Indonesia. Besides being influenced by cognitive aspects, mathematical communication skills are also related to affective aspects, particularly self-efficacy. This study aims to describe students' mathematical communication skills in terms of self-efficacy in solving SPLTV problems with a maritime context. This study used a qualitative approach with a descriptive research type. The research subjects were selected using a purposive sampling technique, namely from 33 grade XI students, two students at each self-efficacy level were selected as research subjects. The instruments used in this study included a self-efficacy questionnaire, a mathematical communication skills test consisting of three SPLTV problems with a maritime context, and an interview guide.

Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results showed a relationship between students' levels of self-efficacy and their mathematical communication skills in solving SPLTV problems with a maritime context. However, the relationship between the two is not always directly proportional, because students' mathematical communication skills are also greatly influenced by the characteristics of the problem, previous experiences, and students' habits in solving problems. Students with high self-efficacy have fairly good mathematical communication skills, as reflected in the fulfillment of most indicators. Students with moderate self-efficacy show mathematical communication skills that vary and tend to be inconsistent. Likewise, students with low self-efficacy have mathematical communication skills that are not optimal and experience many obstacles.