

ABSTRAK

Uzira Raiqah Shalsabhila (2026). Analisis Kemampuan Numerasi Siswa SMA Kelas X dalam Menyelesaikan Permasalahan Kontekstual pada Materi Barisan dan Deret Aritmatika. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing 1: Desi Rahmatina, S.Pd., M.Sc. Dosen Pembimbing 2: Aang Yudho Prastowo, M.Pd.

Kata Kunci: Analisis, Kemampuan Numerasi, Permasalahan Kontekstual

Kemampuan numerasi siswa Indonesia berdasarkan hasil survei PISA masih tergolong rendah, termasuk dalam menyelesaikan permasalahan kontekstual pada materi barisan dan deret aritmetika. Penelitian ini bertujuan untuk mendeskripsikan kemampuan numerasi siswa SMA kelas X dalam menyelesaikan permasalahan kontekstual pada materi barisan dan deret aritmetika berdasarkan kategori tinggi, sedang, dan rendah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian terdiri atas 3 siswa kelas X.1 SMA Negeri 5 Tanjungpinang yang dipilih melalui teknik *purposive sampling* dari 24 siswa berdasarkan hasil tes kemampuan numerasi, masing-masing mewakili kategori tinggi, sedang, dan rendah. Data dikumpulkan melalui tes tertulis dan wawancara, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kategori kemampuan numerasi rendah mendominasi dengan persentase 42,86%, diikuti kategori sedang sebesar 38,10%, dan kategori tinggi sebesar 19,05%. Siswa kategori tinggi mampu memenuhi seluruh indikator numerasi, sedangkan siswa kategori sedang belum konsisten dalam menganalisis informasi dan menerapkan konsep barisan dan deret aritmetika. Siswa kategori rendah belum mampu memenuhi kedua indikator numerasi, terutama dalam memahami informasi soal dan menghubungkan hasil perhitungan dengan konteks permasalahan.

ABSTRACT

Uzira Raiqah Shalsabhila (2026). An Analysis of 10th-Grade High School Students' Numeracy Skills in Solving Contextual Problems on Arithmetic Sequences and Series. Undergraduate Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Supervisor 1: Desi Rahmatina, S.Pd., M.Sc. Supervisor 2: Aang Yudho Prastowo, M.Pd.

Keywords: *An Analysis, Numeracy Skills, Contextual Problems.*

Based on PISA survey results, Indonesian students' numeracy skills remain relatively low, including their ability to solve contextual problems involving arithmetic sequences and series. This study aims to describe the numeracy skills of 10th-grade high school students in solving contextual problems involving arithmetic sequences and series, categorized as high, moderate, and low. This study employs a qualitative, descriptive approach. The research subjects consisted of 3 10th-grade students from Class X.1 at State High School 5 Tanjungpinang, selected through purposive sampling from a pool of 24 students based on their numeracy test results, with each student representing the high, moderate, and low categories, respectively. Data were collected through written tests and interviews, then analyzed through data reduction, data presentation, and drawing conclusions. The results showed that the moderate numeracy ability category low with a percentage of 42.86%, followed by the dominated category at 38.10%, and the high category at 19.05%. Students in the high category were able to meet all numeracy indicators, while those in the moderate category were not yet consistent in analyzing information and applying the concepts of arithmetic sequences and series. Students in the low category were not yet able to meet all two numeracy indicators, particularly in understanding problem information and connecting calculation results to the problem context.