

ABSTRAK

Denisa Ananda (2026). Analisis Literasi Matematis Siswa Dalam Menyelesaikan Soal Trigonometri Ditinjau Dari Gaya Belajar. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan Matematika, Universitas Maritim Raja Ali Haji. Pembimbing I: Nur Asma Riani Siregar, S.Pd., M.Pd. Pembimbing II: Nurul Hilda Syani Putri, S.Pd., M.Si.

Kata Kunci: Literasi Matematis, Gaya Belajar, Trigonometri

Penguasaan matematika tidak hanya penting sebagai kompetensi akademik, tetapi juga sebagai landasan dalam mengembangkan literasi matematis, yaitu kemampuan untuk memahami, menafsirkan, dan menggunakan konsep serta prosedur matematika dalam memecahkan masalah dan mengambil keputusan secara efektif dalam berbagai konteks kehidupan nyata. Penelitian ini bertujuan mendeskripsikan Analisis Literasi Matematis Siswa Dalam Menyelesaikan Soal Trigonometri Ditinjau Dari Gaya Belajar di SMK Negeri 2 Tanjungpinang. Studi menggunakan metode deskriptif kualitatif dengan subjek siswa kelas XI KLR 3, mengumpulkan data melalui observasi, angket gaya belajar, tes literasi matematis, dan wawancara. Hasil penelitian menunjukkan Siswa dengan gaya belajar visual mampu memenuhi seluruh level kognitif literasi matematis, yaitu *knowing*, *applying*, dan *reasoning*. Siswa dengan gaya belajar auditori mampu memenuhi level kognitif *knowing*, namun belum mampu memenuhi level kognitif *applying* dan *reasoning* secara optimal. Siswa dengan gaya belajar kinestetik mampu memenuhi level kognitif *knowing*, namun belum mampu memenuhi level kognitif *applying* dan *reasoning* secara optimal. Penelitian menyimpulkan adanya hubungan signifikan antara gaya belajar dan literasi matematis siswa dengan implikasi pentingnya guru dapat mengombinasikan penggunaan media visual, penjelasan verbal, maupun aktivitas praktik agar proses pembelajaran mampu mengakomodasi kebutuhan belajar setiap siswa.

ABSTRACT

Denisa Ananda (2026). An Analysis of Students' Mathematical Literacy in Solving Trigonometry Problems Based on Learning Styles. Undergraduate Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Supervisor I: Nur Asma Riani Siregar, S.Pd., M.Pd. Supervisor II: Nurul Hilda Syani Putri, S.Pd., M.Si.

Keywords: *Mathematical Literacy, Learning Styles, Trigonometry.*

Mastery of mathematics is not only essential as an academic competency but also serves as the foundation for developing mathematical literacy, which refers to the ability to understand, interpret, and apply mathematical concepts and procedures to solve problems and make effective decisions in various real-life contexts. This study aimed to describe students' mathematical literacy in solving trigonometry problems based on their learning styles at SMK Negeri 2 Tanjungpinang. This study employed a qualitative descriptive method involving students of Class XI KLR 3 as the research subjects. Data were collected through classroom observation, a learning style questionnaire, a mathematical literacy test, and interviews. The findings revealed that students with a visual learning style were able to achieve all levels of mathematical literacy cognitive processes, namely knowing, applying, and reasoning. Students with an auditory learning style were able to achieve the knowing level but had not yet optimally achieved the applying and reasoning levels. Likewise, students with a kinesthetic learning style were able to achieve the knowing level but had not yet optimally achieved the applying and reasoning levels. The study concludes that there is a significant relationship between students' learning styles and their mathematical literacy. These findings imply that teachers should integrate visual media, verbal explanations, and hands-on learning activities to accommodate the diverse learning needs of students and enhance the effectiveness of mathematics instruction.