

ABSTRAK

MARYANA ELVIRA BIDHAYANTI (2021). **Analisis Kemampuan Literasi Matematis Siswa Ditinjau Dari Gaya Kognitif *Field Dependent- Field Independent* dan Metakognisi.** Tesis. Program Studi Pendidikan Matematika. Program Pascasarjana . Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi.

Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan kemampuan literasi matematis siswa dari level kemampuan literasi ditinjau dari gaya kognitif *field dependent-field independent* dan metakognisi. Penelitian ini menggunakan metode kualitatif. Penelitian dilakukan di SMA Negeri 3 Ciamis dengan subjek penelitian sebanyak 6 orang dari kelas XII IPA 2. Pengumpulan data untuk gaya kognitif *field dependent-field independent* dilakukan dengan GEFT (*Group Embedded Figure Test*) kemudian dikategorikan menurut kategori dari Gordon, & Wyant (Puspananda & Suriyah, 2017), kemudian pengumpulan data untuk metakognisi dilakukan dengan memberikan angket Jr. Mai (*Junior Metakognitive Awareness Inventory*) hasil pernyataan siswa diberikan skor dan di kategorikan menjadi kategori metakognisi tinggi, sedang dan rendah. Dari setiap kategori dijadikan sebuah kelompok subjek kemudian di berikan soal tes kemampuan literasi matematis. Sehingga dapat dianalisis level kemampuan literasi dengan ditinjau dari metakognisi dan gaya kognitif *field dependent-field independent*. Proses tersebut dilakukan sampai mendapatkan data yang dibutuhkan peneliti yaitu sudah dikatakan jenuh. Dari hasil proses tersebut, dengan teknik *purposive* didapatkan subjek penelitian dari setiap kategori metakognisi tinggi, sedang, rendah dan gaya kognitif *field dependent-field independent*, yaitu siswa yang dapat memberikan informasi paling lengkap berupa kemampuan literasi matematis dengan tingkatan level kemampuan literasi matematis dari level 1 sampai dengan tingkatan tertinggi yaitu level 6. Data yang diperoleh diolah, dianalisis dan disajikan ke dalam bentuk deskriptif. Berdasarkan hasil penelitian, pengolahan, analisis data disimpulkan bahwa *Field dependent* metakognisi tinggi dan *field independent* metakognisi tinggi mencapai level 1 sampai dengan level 5 kemampuan literasi matematis, namun tidak mampu mencapai level 6 pada kemampuan literasinya, hal tersebut ditandai dengan tidak mampunya subjek dalam menggeneralisasikan dan menggunakan penalaran matematisnya. *Field dependent* metakognisi sedang dan *field independent* metakognisi sedang mencapai level 1, level 3, level 4, dan level 5 kemampuan literasi matematis, namun subjek tidak mampu untuk menyelesaikan level 2 dan level 6 kemampuan literasinya, ini dikarenakan kurangnya pemahaman tentang pengenalan situasi matematika, menggunakan rumus dan menyelesaikan suatu masalah, kemudian tidak mampunya dalam menggunakan penalaran matematis untuk generalisasi matematikanya. *Field dependent* metakognisi rendah dan *field independent* metakognisi rendah hanya mencapai level 1 atau level terendah dari kemampuan literasi matematisnya, hal ini ditandai tidak tuntasnya penyelesaian soal literasi matematis. Ini menunjukkan bahwasannya siswa memiliki kemampuan literasi yang rendah dengan metakognisi rendah.

Kata Kunci : Kemampuan Literasi Matematis Siswa, Gaya Kognitif *Field Dependent-Field Independent* dan Metakognisi.

ABSTRACT

MARYANA ELVIRA BIDHAYANTI (2021). **Analysis of Students' Mathematical Literacy Ability in terms of Field Dependent-Field Independent Cognitive Style and Metacognition. Thesis.** Mathematics Education Study Program. Graduate program . Faculty of Teacher Training and Education, Siliwangi University.

This study aims to analyze and describe students' mathematical literacy skills from the level of literacy skills in terms of field dependent-field independent cognitive style and metacognition. This study uses a qualitative method. The research was conducted at SMA Negeri 3 Ciamis with research subjects as many as 6 people from class XII IPA 2. Data collection for field dependent-field independent cognitive style was carried out using GEFT (Group Embedded Figure Test) then categorized according to the categories from Gordon, & Wyant (Puspananda & Suriyah, 2017), then data collection for metacognition was carried out by giving a Jr. questionnaire. Mai (Junior Metacognitive Awareness Inventory) the results of student statements are given a score and are categorized into high, medium and low metacognition categories. Each category is made into a group of subjects and then given a test of mathematical literacy ability. So that it can be analyzed the level of literacy ability in terms of metacognition and field dependent-field independent cognitive style. This process is carried out until the data needed by the researcher is said to be saturated. From the results of the process, with purposive techniques, research subjects were obtained from each category of high, medium, low metacognition and field dependent-field independent cognitive style, namely students who could provide the most complete information in the form of mathematical literacy skills with levels of mathematical literacy ability from level 1 up to the highest level, namely level 6. The data obtained were processed, analyzed and presented in descriptive form. Based on the results of research, processing, data analysis, it was concluded that high field dependent metacognition and high field independent metacognition reached level 1 to level 5 mathematical literacy ability, but were unable to reach level 6 in literacy ability, it was marked by the subject's inability to generalize and using mathematical reasoning. Medium dependent field metacognition and moderate field independent metacognition reached level 1, level 3, level 4, and level 5 mathematical literacy skills, but the subject was unable to complete level 2 and level 6 literacy skills, this was due to a lack of understanding of the introduction of mathematical situations, using formulas and solve a problem, then his inability to use mathematical reasoning for mathematical generalizations. Low field dependent metacognition and low field independent metacognition only reached level 1 or the lowest level of their mathematical literacy ability, this was marked by the incomplete completion of mathematical literacy questions. This shows that students have low literacy skills with low metacognition.

Keywords: Students' Mathematical Literacy Ability, Field Dependent-Field Independent Cognitive Style and Metacognition.