

ABSTRAK

TRI BEKTI HANDAYANI (2022). Analisis Literasi Matematis dalam Menyelesaikan Soal PISA Ditinjau dari *Metacognitive Awareness*. Program Studi Pendidikan Matematika. Pascasarjana Universitas Siliwangi dibimbing oleh **Dr. Hj. Nani Ratnaningsih, Dra. M.Pd., dan Dr. Puji Lestari, M.Pd.**

Tujuan dari penelitian ini adalah untuk mendeskripsikan literasi matematis peserta didik dengan metacognitive awareness klasifikasi kurang baik, cukup baik dan baik dalam menyelesaikan soal PISA. Penelitian ini merupakan penelitian deskripsi kualitatif melalui pendekatan studi kasus dengan subyek penelitian 15 peserta didik di SMK Al Huda Turalak Kabupaten Ciamis dan terpilih 3 peserta didik yang sesuai dengan tujuan penelitian. Subjek yang terpilih mewakili tiap kategori tingkat *Metacognitive Awareness* kurang baik, cukup baik, dan baik. Instrumen penelitian ini adalah peneliti itu sendiri, dengan instrumen tambahan yaitu angket *Metacognitive Awareness*, tes Soal PISA level 1 - 6 dan wawancara. indikator literasi matematis pada penelitian ini meliputi proses merumuskan, proses menerapkan dan proses menafsirkan. Hasil penelitian menunjukkan bahwa level kemampuan literasi matematis peserta didik dalam menyelesaikan soal PISA ditinjau dari kategori *Metacognitive Awareness* kurang baik sampai level 2 dan level sebelumnya terpenuhi. *Metacognitive Awareness* cukup baik sampai level 4 level sebelumnya terpenuhi. *Metacognitive Awareness* baik sampai level 5 dan level sebelumnya terpenuhi. *Metacognitive Awareness* proses literasi matematis peserta didik dalam menyelesaikan soal PISA ditinjau dari kategori *Metacognitive Awareness* dengan klasifikasi kurang baik, cukup baik dan baik memiliki proses literasi matematis yang berbeda pada setiap level. Proses literasi matematis *Metacognitive Awareness* kurang baik mencapai indikator merumuskan dan menerapkan. Proses literasi matematis *Metacognitive Awareness* cukup baik mencapai pada indikator merumuskan dan menerapkan. Proses literasi matematis *Metacognitive Awareness* baik mencapai indikator merumuskan, menerapkan dan menafsirkan.

Kata Kunci: *Literasi Matematis, Metacognitive Awareness, Soal PISA.*

ABSTRACT

TRIBEKTIHANDAYANI (2022). Analysis of Mathematical Literacy in Solving PISA Problems in View of Metacognitive Awareness. Mathematics Education Study Program. Siliwangi University postgraduate mentored by **Dr. Hj. Nani Ratnaningsih, Dra. M.Pd., and Dr. Puji Lestari, M.Pd.**

The purpose of this research is to describe the mathematical literacy of students with metacognitive awareness classifications that are not good enough, good enough and good at solving PISA questions.. This research is a qualitative descriptive research using a case study approach with research subjects being 15 students at Al Huda Turalak Vocational High School, Ciamis Regency and 3 students were selected according to the research objectives. Three students were selected according to the research objectives. The selected subjects represent each category of level of Metacognitive Awareness which is not good, good enough, and good. The research instrument was the researcher herself, with additional instruments namely the Metacognitive Awareness questionnaire, the PISA level 1 -6 test and interviews. The indicators of mathematical literacy in this study include the process of formulating, applying and interpreting. The results showed that the level of students' mathematical literacy ability in solving PISA questions in terms of the Metacognitive Awareness category was not good until level 2 and the previous level were met. Metacognitive Awareness is good enough until level 4 of the previous level is met. Metacognitive Awareness is good until level 5 and the previous level is met. Metacognitive Awareness the process of students' mathematical literacy in solving PISA questions in terms of the Metacognitive Awareness category with poor, good enough and good classifications has a different mathematical literacy process at each level. The process of mathematical literacy Metacognitive Awareness is not good at formulating and implementing indicators. The process of mathematical literacy Metacognitive Awareness is quite good at formulating and implementing indicators. The process of mathematical literacy Metacognitive Awareness achieves good indicators of formulating, applying and interpreting

Keywords: *Metacognitive Awareness, Mathematical Literacy, PISA questions*