

ABSTRAK

Maria Elisabet Sinaga, NIM 4203111014 (2024). Analisis Kemampuan Literasi Numerasi Siswa SMA Negeri 1 Parmaksian yang Mengimplementasikan Kurikulum Merdeka.

Di era Society 5.0, literasi numerasi menjadi hal krusial dalam menghadapi berbagai aspek kehidupan. Namun, faktanya, menurut hasil PISA 2018 dan penelitian terdahulu, kemampuan literasi numerasi siswa di Indonesia masih tergolong rendah. Kurikulum Merdeka hadir sebagai upaya untuk meningkatkan kemampuan literasi numerasi siswa. Namun, terdapat kesenjangan antara implementasi Kurikulum Merdeka dengan tingkat kemampuan literasi numerasi siswa seperti yang ditemukan peneliti pada observasi awal di SMA Negeri 1 Parmaksian. Penelitian ini bertujuan untuk mendeskripsikan kemampuan literasi numerasi siswa SMA Negeri 1 Parmaksian yang mengimplementasikan Kurikulum Merdeka, mendeskripsikan kendala yang dihadapi dan solusi yang sudah dilakukan dalam meningkatkan kemampuan literasi numerasi siswa lewat pengimplementasian Kurikulum Merdeka. Penelitian ini menggunakan metode mixed methods dengan desain paralel konvergen, mengumpulkan data kuantitatif dan kualitatif secara simultan. Data dianalisis secara terpisah dan dibandingkan untuk melihat apakah temuan saling mengkonfirmasi. Pendekatan yang digunakan meliputi observasi, wawancara, dan analisis dokumen. Data dikumpulkan melalui tes tertulis yang mengukur kemampuan literasi numerasi siswa. Hasil penelitian menunjukkan bahwa tingkat kemampuan literasi numerasi siswa di SMA Negeri 1 Parmaksian yang telah menerapkan Kurikulum Merdeka hanya mencapai 36,52%. Angka ini menunjukkan bahwa tingkat pemahaman dan keterampilan literasi numerasi siswa masih jauh dari harapan. Analisis mendalam mengungkapkan bahwa kendala yang dihadapi siswa meliputi interpretasi informasi, yaitu kesulitan memahami dan menganalisis informasi dalam berbagai bentuk; integrasi informasi, yaitu kesulitan menggabungkan informasi dari berbagai sumber; pemecahan masalah, yaitu tantangan dalam menggunakan strategi yang efektif untuk menyelesaikan masalah; dan penghubungan representasi matematis, yaitu kesulitan mengaitkan berbagai representasi matematis seperti grafik dan persamaan. Kendala yang dihadapi dalam meningkatkan kemampuan literasi numerasi lewat pengimplementasian kurikulum merdeka meliputi: (1) belum pulihnya *learning loss* sebagai dampak dari COVID-19, (2) ketidaksiapan guru dan sekolah dalam mengimplementasikan Kurikulum Merdeka, (3) dampak kecenderungan penggunaan gadget yang mengganggu konsentrasi siswa, (4) kurangnya peran orang tua dalam mendukung proses belajar. Solusi yang dilakukan oleh sekolah dalam mengatasi kendala dalam meningkatkan kemampuan literasi numerasi lewat pengimplementasian kurikulum merdeka meliputi: (1) Mengadakan les tambahan gratis, (2) Melaksanakan kegiatan rutin pagi "Rabu Literasi dan Numerasi", dan (3) Meningkatkan komunikasi antara guru dengan orang tua siswa lewat pameran karya.

Kata Kunci: Literasi Numerasi, Kurikulum Merdeka

ABSTRACT

Maria Elisabet Sinaga, NIM 4203111014 (2024). Analysis of the Numeracy Literacy Ability of Parmaksian 1 Public High School Students Who Implement the Independent Curriculum.

In the era of Society 5.0, numeracy literacy becomes crucial in dealing with various aspects of life. However, in fact, according to the results of PISA 2018 and previous research, the numeracy literacy skills of students in Indonesia are still relatively low. The Merdeka Curriculum is present as an effort to improve students' numeracy literacy skills. However, there is a gap between the implementation of the Merdeka Curriculum and the level of students' numeracy literacy skills as found by researchers in initial observations at Parmaksian 1 Public High School. This research aims to describe the numeracy literacy skills of students at SMA Negeri 1 Parmaksian who implement the Merdeka Curriculum, describe the obstacles faced and the solutions that have been implemented in improving students' numeracy literacy skills through implementing the Merdeka Curriculum. This research uses a mixed methods method with a convergent parallel design, collecting quantitative and qualitative data simultaneously. Data are analyzed separately and compared to see whether the findings confirm each other. The approach used includes observation, interviews and document analysis. Data was collected through a written test that measured students' numeracy literacy abilities. The results of the research show that the level of numeracy literacy skills of students at SMA Negeri 1 Parmaksian which has implemented the Independent Curriculum only reached 36.52%. This figure shows that the level of understanding and numeracy literacy skills of students is still far from expectations. In-depth analysis revealed that the obstacles students faced included information interpretation, namely difficulty understanding and analyzing information in various forms; information integration, that is, difficulty combining information from various sources; problem solving, namely the challenge of using effective strategies to solve problems; and linking mathematical representations, namely difficulty linking various mathematical representations such as graphs and equations. Obstacles faced in improving numeracy literacy skills through implementing the Independent Curriculum include: (1) the lack of recovery from learning loss as a result of COVID-19, (2) unpreparedness of teachers and schools in implementing the Independent Curriculum, (3) the impact of the tendency to use gadgets which disrupts concentration. students, (4) lack of parents' role in supporting the learning process. Solutions implemented by schools in overcoming obstacles in improving numeracy literacy skills through implementing the independent curriculum include: (1) Holding free additional tutoring, (2) Carrying out routine morning activities "Wednesday Literacy and Numeracy", and (3) Improving communication between teachers and parents of students through a work exhibition.

Keywords: Numeracy Literacy, Independent Curriculum