

ABSTRAK

Putri Sindy Wibisono. 2026. Analisis Kemampuan Numerasi Siswa *Slow Learner* Berdasarkan Perspektif *Habits of Mind*. Skripsi. Program Studi Pendidikan Matematika, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Edy Suprpto, S.Si., M.Pd., (II) Dr. Restu Lusiana, S.Pd., M.Pd.

Kemampuan numerasi merupakan kemampuan penting dalam menyelesaikan permasalahan matematika pada berbagai konteks kehidupan sehari-hari. Namun, siswa *slow learner* masih mengalami kesulitan dalam menyelesaikan masalah numerasi. Selain faktor kognitif, kemampuan numerasi juga dipengaruhi oleh *Habits of Mind* yang mencerminkan kebiasaan berpikir siswa dalam menghadapi dan menyelesaikan permasalahan. Oleh karena itu, kemampuan numerasi siswa *slow learner* perlu dikaji berdasarkan perspektif *Habits of Mind*. Penelitian ini bertujuan menganalisis kemampuan numerasi siswa *slow learner* berdasarkan perspektif *Habits of Mind*. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian adalah seorang siswa *slow learner* kelas X yang ditentukan menggunakan teknik *purposive sampling*. Data diperoleh melalui tes kemampuan numerasi, observasi selama mengerjakan tes, dan wawancara, kemudian dianalisis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi teknik. Hasil penelitian menunjukkan bahwa kemampuan numerasi siswa lebih baik pada tahap *employing*, sedangkan tahap *formulating*, *interpreting*, dan *evaluating* masih menunjukkan berbagai keterbatasan. Berdasarkan perspektif *Habits of Mind*, indikator *persisting* tampak lebih berkembang dibandingkan *thinking flexibly*, *metacognition*, serta *thinking and communicating with clarity and precision*. Temuan ini menunjukkan bahwa kemampuan numerasi siswa lebih didominasi oleh penggunaan prosedur matematika daripada kemampuan merumuskan, menafsirkan, dan mengevaluasi penyelesaian masalah.

Kata Kunci: Kemampuan Numerasi, *Slow Learner*, *Habits of Mind*.

ABSTRACT

Putri Sindy Wibisono. 2026. *An Analysis of Slow Learners' Numeracy Skills Based on the Habits of Mind Perspective*. Thesis. Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor: Dr. Edy Suprpto, S.Si., M.Pd., Co-Advisor: Dr. Restu Lusiana, S.Pd., M.Pd.

Numeracy skills are essential for solving mathematical problems in various everyday contexts. However, slow learners still face difficulties in solving numeracy problems. In addition to cognitive factors, numeracy skills are also influenced by Habits of Mind, which reflect students' thinking patterns when facing and solving problems. Therefore, the numeracy skills of slow learners need to be examined from the perspective of Habits of Mind. This study aims to analyze the numeracy skills of students with learning difficulties from the perspective of Habits of Mind. This study employs a qualitative method with a descriptive approach. The research subject is a 10th-grade student with learning difficulties selected using purposive sampling. Data were collected through a numeracy skills test, observations during the test, and an interview, and were subsequently analyzed using data reduction, data presentation, and conclusion drawing. Data validity was tested through triangulation of methods. The results indicate that the student's numeracy skills were stronger at the employing stage, while the formulating, interpreting, and evaluating stages still exhibited various limitations. From the Habits of Mind perspective, the persisting indicator appeared to be more developed compared to thinking flexibly, metacognition, and thinking and communicating with clarity and precision. These findings indicate that the students' numeracy skills are dominated by the use of mathematical procedures rather than the ability to formulate, interpret, and evaluate problem-solving strategies.

Keywords: Numeracy Skills, Slow Learner, Habits of Mind.