ABSTRAK

RAHMAT SUHERMAN (2021). **Analisis Kemampuan Berpikir Kreatif Matematis Peserta Didik yang Memiliki Kemampuan Literasi dalam Menyelesaikan Masalah Matematika Ditinjau dari Resiliensi Matematis.** Tesis, Program Pascasarjana Pendidikan Matematika Universitas Siliwangi Tasikmalaya.

Kemampuan berpikir kreatif matematis adalah hal yang harus dimiliki oleh peserta didik dalam pembelajaran matematika, terutama dalam menyelesaikan masalah matematika. Penelitian ini adalah penelitian kualitatif yang bertujuan untuk menganalisis dan mendeskripsikan kemampuan berpikir kreatif matematis peserta didik yang memiliki kemampuan literasi dalam menyelesaikan masalah matematika ditinjau dari resiliensi matematis. Subjek penelitian ini adalah peserta didik kelas XI TBSM 2 SMK Negeri Manonjaya sebanyak 34 orang. Teknik pengumpulan data menggunakan tes tertulis, angket, dan wawancara. Subjek dikelompokkan menjadi kategori level 1, level 2, level 3, level 4, dan level 5 berdasarkan indikator yang diukur dalam kemampuan literasi matematis masing-masing 1 orang. Selanjutnya diberikan angket mengenai resiliensi matematis untuk mengkategorikan subjek termasuk resiliensi rendah, sedang, atau tinggi dan kemudian dianalisis kemampuan berpikir kreatif matematisnya. Proses tersebut dilakukan sampai mendapatkan data yang dibutuhkan peneliti. Teknik ini disebut dengan *Think Aloud.* Hasil penelitian, menunjukkan bahwa (1) peserta didik SRSL1 mampu memenuhi indikator kemampuan berpikir kreatif matematis pada indikator *fluency* (kelancaran), indikator *flexibility* (kelenturan), dan indikator *elaboration* (elaborasi) tetapi dalam menyelesaikan masalah perbandingan trigonometri subjek terdapat kesalahan jawaban disertai perincian kurang detail, (2) peserta didik SRSL2 mampu memenuhi indikator berpikir kreatif matematis pada indikator kelancaran, indikator kelenturan, dan indikator elaborasi tetapi dalam menyelesaikan masalah perbandingan trigonometri subjek terdapat kesalahan jawaban disertai perincian kurang detail, (3) peserta didik SRSL3 mampu memenuhi indikator berpikir kreatif matematis pada indikator kelancaran, indikator kelenturan, pada indikator *originality* (keaslian) subjek memberikan jawaban dengan caranya sendiri tetapi hasilnya salah, dan pada indikator elaborasi meskipun terdapat kesalahan dalam menjawab tetapi disertai perincian yang rinci, (4) peserta didik SRTL4 mampu memenuhi indikator berpikir kreatif matematis pada indkator kelancaran, indikator kelenturan, pada indikator keaslian subjek tidak mampu menentukan perbandingan trigonometri pada segitiga siku-siku dengan cara sendiri dan menarik, dan pada indikator elaborasi subjek mampu memberikan jawaban yang benar dan rinci, (5) peserta didik SRTL5 mampu memenuhi indikator berpikir kreatif matematis pada indkator kelancaran, indikator kelenturan, indikator keaslian, dan pada indikator elaborasi subjek mampu memberikan jawaban yang benar dan rinci.

Kata Kunci : Berpikir Kreatif Matematis, Literasi, dan Resiliensi.

ABSTRACT

RAHMAT SUHERMAN (2021). **Analysis of Students Mathematical Creative Thinking Ability Who Have Literacy Skills in Mathematical Problems Solving in terms of Mathematical Resilience**. Thesis. Mathematics Education Study Program. Graduate program. Faculty of Teacher Training and Education, Siliwangi University. Tasikmalaya.

The ability to think creatively mathematically is something that must be possessed by students in learning mathematics, especially in solving mathematical problems. This research is a qualitative research that aims to analyze and describe the mathematical creative thinking abilities of students who have literacy skills in solving mathematical problems in terms of mathematical resilience. The subjects of this study were 34 students of class XI TBSM 2 at Manonjaya State Vocational School. Data collection techniques using written tests, questionnaires, and interviews. Subjects were grouped into categories level 1, level 2, level 3, level 4, and level 5 based on the indicators measured in mathematical literacy ability of 1 person. Next, a questionnaire was given regarding mathematical resilience to categorize subjects including low, medium, or high resilience and then their mathematical creative thinking abilities were analyzed. This process is carried out until the data needed by the researcher is obtained. This technique is called Think Aloud. The results of the study show that (1) SRSL1 students are able to fulfill the indicators of mathematical creative thinking ability on fluency, flexibility, and elaboration but in solving the subject's trigonometry comparison problems there are incorrect answers accompanied by insufficient detail, (2) SRSL2 students are able to fulfill the indicators of mathematical creative thinking on fluency, flexibility, and elaboration but in solving trigonometry comparison problems there are errors answers of accompanied by less detailed details, (3) SRSL3 students are able to fulfill indicators of mathematical creative thinking on fluency, flexibility, the subject's originality indicator gave answers in their own way but the results were wrong, and on the elaboration indicator even though there were errors in answering but accompanied by detailed details, (4) SRTL4 students were able to fulfill the indicators of mathematical creative thinking on fluency, flexibility, and indicators of originality the subject is unable to determine trigonometry ratio in right triangles in their own and interesting way, and on the elaboration indicator the subject is able to provide the correct and the detailed answers, (5) SRTL5 students were able to fulfill the indicators of mathematical creative thinking on fluency, flexibility, originality, and elaboration indicator the subject is able to provide correct and detailed answers.

Keywords: Mathematical Creative Thinking, Literacy, and Resilience.