ABSTRACT

ASEP ABDUL AZIZ M. 2021. THE CREATIVE THINKING PROCESS OF STUDENTS IN SOLVING MATHEMATICS PROBLEMS REVIEWD FROM METACOGNITION. Thesis, Postgraduate Program in Mathematics Education, Siliwangi University, Tasikmalaya.

This study aims to analyze the creative thinking process of students in solving mathematical problem solving in terms of metacognition. The research method used is qualitative with an exploratory descriptive approach. Data collection techniques used tests and interviews, while the supporting instruments used were metacognition questionnaires, and mathematical creative thinking questions. The subjects in this study were 3 people taken from class XI MIPA who were selected using purposive. The data analysis technique went through three stages, namely data reduction, data presentation, and data verification and drawing conclusions. The results of the analysis show that the creative thinking processes of students who have good metacognitive classification are 1) at the preparation stage students are able to understand the problem by writing down information that is known and asked, 2) at the incubation stage students carry out reflecting activities to find ideas that will be used in solving problems, 3) at the illumination stage students are able to find ideas to solve the problem by writing down the facts or information contained in the question into the information table that has been made completely, 4) at the verification stage students are able to solve problems systematically and thoroughly according to the procedure . The mathematical creative thinking process of subjects who have a fairly good metacognitive classification, namely 1) at the preparation stage students are able to understand the problem by writing down information that is known and asked, 2) at the incubation stage students carry out pondering activities to find ideas that will be used in solving problems, 3) at the illumination stage students are able to find ideas to solve the problem. by writing down the facts or information contained in the question into the information table that has been made but not yet complete, 4) at the verification stage students are able to solve the problem to the end. The mathematical creative thinking process of subjects who have poor metacognition classification, namely 1) at the preparation stage students have not been able to understand the problem and reveal incomplete information about the problem, 2) at the incubation stage students carry out reflecting activities to find ideas that will be used in solving problems, 3) at the illumination stage students have not been able to identify relevant and irrelevant information, 4) at the verification stage students are not able to solve the problem to the end.

Keywords: creative thinking process, problem solving, metacognition.