

## ABSTRAK

ARDIANTO FIRDAUS. 2019. **ANALISIS PROSES BERPIKIR KREATIF PESERTA DIDIK DALAM MENYELESAIKAN MASALAH MATEMATIKA PADA MATERI PELUANG DITINJAU DARI GAYA BELAJAR.** Program Studi Pendidikan Matematika. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Penelitian ini bertujuan untuk menganalisis proses berpikir kreatif peserta didik dalam menyelesaikan masalah matematika pada materi peluang ditinjau dari gaya belajar di kelas IX MTsN 15 Ciamis. Penelitian ini merupakan penelitian kualitatif deskriptif, untuk mendeskripsikan proses berpikir kreatif peserta didik dalam menyelesaikan masalah matematika ditinjau dari gaya belajar. Untuk memperoleh data digunakan angket gaya belajar, tes kemampuan berpikir kreatif dan wawancara. Peneliti memilih pengambilan subjek secara purposive sampling. Dari pemilihan subjek penelitian ini, diperoleh tiga orang peserta didik yang dijadikan subjek. Subjek penelitian ditetapkan dengan rincian peserta didik yang menyelesaikan semua butir angket gaya belajar, dan memilih option atau jawaban paling banyak. Subjek yang terpilih diberikan soal kemampuan berpikir kreatif dan wawancara tidak terstruktur untuk mengetahui proses berpikir kreatif berdasarkan teori Wallas. Dari hasil penelitian disimpulkan bahwa setiap subjek memiliki perbedaan, proses berpikir kreatif peserta didik bergaya belajar visual menunjukkan pada tahap persiapan memenuhi indikator *fluency* dan *flexibility*. Pada tahap inkubasi memenuhi indikator *fluency* dan *flexibility*. Pada tahap iluminasi memenuhi indikator *fluency* dan *flexibility*. Pada tahap verifikasi memenuhi indikator *fluency* dan *flexibility*. Proses berpikir kreatif peserta didik bergaya belajar auditorial menunjukkan adanya karakteristik berpikir kreatif hanya terlihat pada tahap persiapan, inkubasi, iluminasi dan verifikasi pada indikator *fluency* dan *flexibility*. Proses berpikir kreatif peserta didik bergaya belajar kinestetik banyak menunjukkan pada tahap persiapan memenuhi indikator *fluency*, *flexibility* dan *originality*. Pada tahap inkubasi memenuhi indikator *fluency*, *flexibility* dan *originality*. Pada tahap iluminasi memenuhi indikator *fluency*, *flexibility* dan *originality*. Pada tahap verifikasi memenuhi indikator *fluency*, *flexibility* dan *originality*. Hambatan bagi peserta didik yang memiliki gaya belajar visual (SV) adalah hambatan dari dalam dirinya yaitu mereka sulit untuk mengerjakan masalah peluang jika masalahnya abstrak, sedangkan dari lingkungan adalah terkadang mereka terganggu dengan kondisi lingkungan yang tidak mendukung dikarenakan disekitar mereka kebiasaan menyamakan jawaban menjadi lumrah akhirnya tidak berpikir. Sedangkan bagi peserta didik yang memiliki gaya belajar auditorial (SA) mereka memiliki hambatan jika tidak dijelaskan dengan se jelasnya mereka sulit dalam mengerjakan soal yang bersifat baru, kalau masalah dari luar sama saja dengan anak yang memiliki gaya belajar visual. Sedangkan bagi anak berpikir kinestetik (SK) mereka sangat mampu berpikir kreatif secara baik karena baik soal baru ataupun lama mereka mampu mengerjakannya. Dengan dasar temuan pada penelitian ini, peneliti menyarankan agar proses berpikir kreatif dapat meningkat, guru dan peserta didik harus melatih kemampuan membuat sesuatu secara orisinil dan memperinci suatu gagasan, dan. Agar hambatan berpikir kreatif dapat dihilangkan maka para pemangku kepentingan di sekolah harus memenuhi semua kekurangan sarana-prasarna khususnya buku dan fasilitas internet yang gratis dan memadai.

Kata kunci: analisis, proses berpikir, berpikir kreatif, masalah matematika, gaya belajar

## **ABSTRACT**

### **ARDIANTO FIRDAUS. 2019. ANALYSIS OF CREATIVE THINKING PROCESSES OF STUDENTS IN SOLVING MATHEMATICAL PROBLEMS IN THE OPPORTUNITIES MATERIAL ARE REVIEWED FROM THE STUDY STYLE.**

Mathematics Education Study Program. Faculty of Teacher Training and Education. Siliwangi University.

This study aims to analyze students' creative thinking processes in solving mathematical problems in the material opportunity in terms of learning styles in class IX MTsN 15 Ciamis. This research is a descriptive qualitative research, to describe students' creative thinking processes in solving mathematical problems in terms of learning styles. To obtain data used learning style questionnaires, tests of creative thinking skills and interviews. Researchers chose to take the subject by purposive sampling. From the selection of research subjects, three students were obtained as subjects. The research subjects were determined with details of students who completed all items of the learning style questionnaire, and chose the most options or answers. The selected subjects were given the problem of creative thinking skills and unstructured interviews to find out the process of creative thinking based on Wallas's theory. From the results of the study concluded that each subject has a difference, the creative thinking process of students in the visual learning style shows that the preparation stage meets the indicators of fluency and flexibility. The incubation stage meets the indicators of fluency and flexibility. The illumination stage meets the indicators of fluency and flexibility, the verification stage meets the indicators of fluency and flexibility. The creative thinking process of students in auditorial learning style shows the characteristics of creative thinking only seen in the stages of preparation, incubation, illumination and verification on indicators of fluency and flexibility. The creative thinking process of kinesthetic learning style students shows a lot in the preparation stage to meet the indicators of fluency, flexibility and originality. The incubation stage meets the indicators of fluency, flexibility and originality. The illumination stage meets the indicators of fluency, flexibility and originality. At the verification stage meets the indicators of fluency, flexibility and originality. Barriers for students who have a visual learning style (SV) are obstacles from within that they are difficult to work on the problem of opportunities if the problem is abstract, whereas from the environment is sometimes they are disturbed by environmental conditions that do not support because around them the habit of equating answers becomes commonplace in the end do not think. Whereas for students who have an auditory learning style (SA) they have obstacles if not explained clearly they are difficult in working on new questions, if the problem from the outside is the same as a child who has a visual learning style. As for children thinking kinesthetic (SK) they are very capable of creative thinking well because both new and old questions they are able to do it. Based on the findings in this study, researchers suggest that the process of creative thinking can improve, teachers and students should practice the ability to make things original and detail an idea, and. So that the barriers to creative thinking can be removed, the stakeholders in schools must meet all the deficiencies of infrastructure, especially books and free and adequate internet facilities.

Keywords: analysis, thought processes, creative thinking, mathematical problems, learning styles