

## ABSTRAK

TAMI NUR AROFAH (2020) **Analisis Kemampuan Berpikir Kreatif Matematik Peserta Didik Ditinjau Dari *Adversity Quotient* Dan Tipe *Chronotype***. Tesis Program Studi Magister Pendidikan Matematika Pascasarjana Universitas Siliwangi

Tujuan penelitian ini adalah untuk menganalisis dan mendeskripsikan tentang kemampuan berpikir kreatif matematik peserta didik ditinjau dari *adversity quotient* dan tipe *Chronotype*. Penelitian dilakukan di MAN 2 Tasikmalaya kelas XII MIA 1. Metode yang digunakan dalam penelitian ini adalah eksploratif. Subjek penelitian yang diambil pada penelitian ini sebanyak enam subjek. Teknik pengumpulan data yang digunakan adalah tes kemampuan berpikir kreatif matematik yaitu angket *Adversity Quotient* dan kuesioner *Chronotype*. Instrumen dalam penelitian ini terdiri dari instrumen utama yaitu peneliti dan instrumen pendukung yaitu soal kemampuan berpikir kreatif matematik, angket *Adversity Quotient* serta kuesioner *Chronotype*. Berdasarkan hasil penelitian diperoleh simpulan: (1) Subjek dengan tipe *climbers* mampu menyelesaikan keempat indikator dari berpikir kreatif matematik yaitu *fluency*, *flexibility*, *originality* dan *elaboration*. Subjek dengan tipe *campers* mampu menyelesaikan dua indikator dari kemampuan berpikir kreatif matematik yaitu *fluency* dan *flexibility*. Subjek dengan tipe *quitters* yang pertama hanya mampu menyelesaikan dua indikator dari berpikir kreatif matematik yaitu *fluency* dan *elaboration*., (2) Subjek dengan tipe *morningness* cenderung dapat menyelesaikan soal kemampuan berpikir kreatif matematik, walaupun ada yang tidak memenuhi semua indikator dari kemampuan berpikir kreatif. Rata-rata subjek dengan *Chronotype* tipe *morningness* mampu menyelesaikan indikator *fluency*, *flexibility* dan *originality*. Subjek dengan *Chronotype* tipe *eveningness* cenderung hanya mampu menyelesaikan satu atau dua indikator dari kemampuan berpikir kreatif matematik yaitu *fluency*, (3) subjek yang berada pada *Adversity Quotient* tipe *climbers* rata-rata mempunyai *Chronotype* tipe *morningness* serta mampu menyelesaikan tiga sampai empat indikator dari kemampuan berpikir kreatif matematik, seperti *fluency*, *flexibility*, *originality* dan *elaboration*. Subjek yang berada pada *Adversity Quotient* tipe *campers* ada subjek yang mempunyai *Chronotype* tipe *morningness* dan ada pula yang mempunyai *Chronotype* tipe *eveningness* serta mampu menyelesaikan dua sampai tiga indikator dari kemampuan berpikir kreatif matematik seperti *fluency*, *flexibility*, dan *elaboration*. Subjek yang berada pada *Adversity Quotient* tipe *quitters* rata-rata mempunyai *Chronotype* tipe *eveningness* serta hanya mampu menyelesaikan satu sampai dua indikator dari kemampuan berpikir kreatif matematik seperti *fluency* dan *elaboration*.

**Kata Kunci** : Kemampuan Berpikir Kreatif Matematik, *Adversity Quotient* dan Tipe *Chronotype*.

## ABSTRACT

TAMI NUR AROFAH (2020) **Analysis of Students' Mathematical Creative Thinking Ability in terms of Adversity Quotient and Chronotype Type** . Thesis of the Master of Mathematics Education Study Program, Graduate University of Siliwangi

The purpose of this study was to analyze and describe the creative thinking skills of students in terms of *Adversity Quotient* and *Chronotype* type . The study was conducted at MAN 2 Tasikmalaya class XII MIA 1. The method used in this is exploratory . The research subjects taken in this study were 6 subjects . The data collection techniques used were the mathematical creative thinking ability test, *Adversity Quotient* and *Chronotype questionnaire* . The instrument in this study consisted of the main instrument and the research supporting instruments is mathematical creative thinking skills, *Adversity Quotient* and *Chronotype questionnaire*. Based on the research results, it was concluded that: (1) The subject with *climbers* type was able to fulfill the four indicators of creative mathematical thinking, namely *fluency*, *flexibility*, *originality* and *elaboration*. Subjects with the *campers* type are able to meet two indicators of mathematical creative thinking skills, namely *fluency* and *flexibility*. Subjects *quitters* type are only able to fulfill two indicators of mathematical creative thinking, namely *fluency* and *elaboration*, (2) subjects with the *morningness* type tend to be able to solve mathematical creative thinking skills, although some do not meet all indicators of creative thinking abilities. The average subject with Chronotype type *morningness* able to meet the indicators *fluency*, *flexibility* and *originality*. Subjects with the *eveningness* type *Chronotype* tend to only be able to fulfill one or two indicators of mathematical creative thinking ability, namely *fluency*, (3) subjects who are in *Adversity Quotient* types of *climbers* on average have *Chronotype* types *morningness* and able to meet three to four indicators of creative thinking abilities like mathematical *fluency*, *flexibility*, *originality* and *elaboration*. Subjects who are on the *campers* type *Adversity Quotient* are subjects who have the *morningness* type *Chronotype* and some have the *eveningness* type *Chronotype* and are able to meet two to three indicators of mathematical creative thinking skills such as *fluency*, *flexibility*, and *elaboration*. Subjects that are in *Adversity Quotient* types of *quitters* average a *Chronotype* type *eveningness* and is only able to meet one or two indicators of creative thinking abilities like mathematical *fluency* and *elaboration*.

Keywords : Mathematical Creative Thinking Ability, *Adversity Quotient* and *Chronotype*.