TRAJECTORY OF CREATIVE THINKING MATHEMATICS ON THE MATTER OF INTEGERS BY APPLYING METACOGNITION APPROACH TO SD NEGERI 095552 JALAN ASAHAN SIANTAR OF LEARNING YEAR 2018/2019

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ABSTRACT

This study aims to find out something creative learning integers and the level of creative thinking ability students towards integer learning trajectories by applying metacognition at SD Negeri 095552 Jalan Asahan Siantar. This research is a qualitative descriptive method with a Design research model Research through 3 stages, namely Stage Preparation and Design, Teaching Stage The Design Experiment and Restrospective Analysis stages are aimed at designing an integer learning path that thinks creatively. In the process learning activities that have been designed at HLT are applied and developed to gain an understanding of the material of addition and subtraction of numbers round which is seen from students' thinking abilities. Alleged learning trajectory integers that have been designed for later preparing for the experiment tested on pilot experiments and tested again with the track revised learning during the implementation of teaching (teaching experiment) and then the Restrospective Analysis stage. The results of this study can be seen from the success of an integer learning path towards students' creative thinking ability through 4 indicators of creative thinking, namely, fluency, flexibility, originality and elaboration. The results of the TKBK increased the average thinking ability. The students' creativity in the trial was 67.19% while the increase in limitations Classical learning of students in the trial is 21.370%. In the Restrospective Analysis stage of the implementation of learning shows that students have diverse thinking relationships in understanding the concepts of addition and subtraction integers by going through the stages of creative thinking. At the time of the ability test creative thinking takes place apparently students go through several stages of creative thinking, namely the preparation stage, incubation stage (recalling lessons learned), stages illumination (the emergence of solving new problems), the verification stage (fixing and check the answers). Based on the results of the study, it was found that the use of HLT can determine the learning trajectory of students in understanding the concept addition and subtraction of integers.

Keywords : trajectory of learning, Creative Thinking, Design Research, Metacognition Approach, Integer.