

ABSTRAK

TRI DWI LAROSA SIMANJUNTA. Analisis Kemampuan Berpikir Kritis Serta Disposisi Matematis Siswa Melalui Penerapan Model Pembelajaran Cooperative Learning Type Jigsaw Pada Siswa Kelas X SMA Global Prima. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2020.

Penelitian ini bertujuan untuk menganalisis kemampuan berpikir kritis serta disposisi matematis siswa melalui penerapan model pembelajaran kooperative type Jigsaw, meliputi (1) kemampuan berpikir kritis dan disposisi matematis siswa yang diajarkan dengan menggunakan model pembelajaran kooperative type Jigsaw, (2) kemampuan berpikir kritis siswa ditinjau dari disposisi matematis siswa dalam pembelajaran, (3) indikator berpikir kritis dan disposisi matematis mana yang dominan meningkat dalam pembelajaran dan (4) kesulitan siswa ditinjau dari indikator berpikir kritis dan disposisi matematis setelah pembelajaran. Subjek dalam penelitian ini adalah siswa X – IPA 1 SMA Global Prima National Plus School Medan sebanyak 32 orang dan objek penelitian ini adalah kemampuan berpikir kritis dan disposisi matematis siswa. Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen yang digunakan terdiri dari test kemampuan berpikir kritis, angket disposisi matematis, pedoman wawancara. Analisis data menggunakan model Mile and Huberman. Berdasarkan data yang diperoleh, (1) Siswa dengan kemampuan berpikir kritis tinggi memiliki kemampuan interpretasi, analisis, evaluasi dan inferensi tinggi. Siswa dengan kemampuan berpikir kritis sedang memiliki kemampuan interpretasi, analisis, evaluasi dan inferensi sedang. Siswa dengan kemampuan berpikir kritis rendah memiliki kemampuan interpretasi, analisis, evaluasi dan inferensi rendah. Sedangkan siswa dengan disposisi matematis tinggi memiliki kepercayaan diri, fleksibilitas, ketekunan, keingintahuan, reflektif, aplikasi dan apresiasi tinggi. Siswa dengan disposisi matematis sedang memiliki kepercayaan diri, fleksibilitas, ketekunan, keingintahuan, reflektif, aplikasi dan apresiasi sedang. Siswa dengan disposisi matematis rendah memiliki kepercayaan diri, fleksibilitas, ketekunan, keingintahuan, reflektif, aplikasi dan apresiasi rendah, (2) siswa dengan kemampuan berpikir kritis tinggi memiliki disposisi matematis tinggi, siswa dengan kemampuan berpikir kritis sedang memiliki disposisi matematis sedang, siswa dengan kemampuan berpikir kritis rendah memiliki disposisi matematis rendah, (3) indikator kemampuan berpikir kritis yang dominan meningkat adalah indikator tiga (evaluasi) dan indikator disposisi matematis yang dominan meningkat adalah indikator dua (fleksibilitas), (4) kesulitan yang dialami siswa yaitu siswa kurang mampu mengaplikasikan beberapa indikator pada kemampuan berpikir kritis dan disposisi matematis siswa dalam menyelesaikan soal.

Kata Kunci : Kemampuan Berpikir Kritis, Disposisi Matematis, Model Pembelajaran Tipe Jigsaw.

ABSTRACT

TRI DWI LAROSA SIMANJUNTAK. **Analysis of Critical Thinking Ability and Mathematical Disposition of Students Through the Implementation of Cooperative Learning Type Jigsaw Models in Class X Students of SMA Prima.** Thesis. Medan: Postgraduate Mathematics Education Study Program, Medan State University, 2020.

This study aims to analyze students' critical thinking skills and mathematical disposition through the application of Jigsaw cooperative learning models, including (1) students' critical thinking abilities and mathematical disposition taught by using Jigsaw type cooperative learning models, (2) students' critical thinking skills in terms of disposition mathematical students in learning, (3) indicators of critical thinking and mathematical disposition which are dominantly increased in learning and (4) student difficulties in terms of indicators of critical thinking and mathematical disposition after learning. The subjects in this study were 32 students from X-IPA 1 of SMA Prima Prima National Plus School Medan and the object of this study was the ability to think critically and students' mathematical dispositions. This research is a qualitative descriptive study. The instruments used consisted of tests of critical thinking skills, mathematical disposition questionnaires, interview guidelines. Data analysis using the Mile and Huberman model. Based on the data obtained, (1) Students with high critical thinking skills have high interpretation, analysis, evaluation and inference abilities. Students with critical thinking skills are having medium interpretation, analysis, evaluation and inference abilities. Students with low critical thinking skills have low interpretation, analysis, evaluation and inference abilities. While the students with high mathematical disposition have confidence, flexibility, perseverance, curiosity, reflective, application and high appreciation. Students with mathematical disposition are having confidence, flexibility, perseverance, curiosity, reflective, application and moderate appreciation. Students with low mathematical disposition have confidence, flexibility, perseverance, curiosity, reflective, application and low appreciation, (2) students with high critical thinking ability have high mathematical disposition, students with medium critical thinking ability have moderate mathematical disposition, students with low critical thinking ability have low mathematical disposition, (3) the dominant indicator of increased critical thinking ability is indicator three (evaluation) and dominant indicators of increasing mathematical disposition are two indicators (flexibility), (4) difficulties experienced by students, namely students are less able to apply several indicators to critical thinking abilities and students' mathematical disposition in solving problems

Keywords : Critical Thinking Ability, Mathematical Disposition, Jigsaw Type Learning Model.