

ABSTRAK

Aida Fitri, NIM 4201111011 (2025). Analisis Kesulitan Siswa SMP dalam Menyelesaikan Soal Matematika Tipe HOTS Berdasarkan Teori Cooney.

Penelitian ini bertujuan untuk menganalisis kesulitan yang dialami siswa kelas VIII SMP IT Baiti Jannati dalam menyelesaikan soal matematika tipe Higher Order Thinking Skill (HOTS) berdasarkan indikator kesulitan menurut teori Cooney. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek sebanyak 8 siswa yang dipilih berdasarkan hasil tes awal kemampuan HOTS dan guru mata pelajaran sebagai informan pendukung. Instrumen yang digunakan meliputi tes soal matematika HOTS, pedoman wawancara, dan angket faktor kesulitan. Hasil penelitian menunjukkan bahwa siswa mengalami tiga jenis kesulitan utama, yaitu: (1) kesulitan dalam memahami dan menggunakan konsep matematika seperti tidak dapat mengidentifikasi informasi penting dan membuat model matematika; (2) kesulitan dalam menggunakan prinsip, ditandai dengan ketidaktepatan dalam perhitungan dan penerapan rumus; serta (3) kesulitan dalam menyelesaikan soal cerita (verbal), terutama dalam menafsirkan kalimat ke bentuk matematika. Faktor penyebab kesulitan berasal dari aspek internal seperti kurangnya pemahaman konsep dan rendahnya motivasi belajar, serta aspek eksternal seperti metode pembelajaran yang kurang variatif dan keterbatasan latihan soal HOTS. Upaya yang dapat dilakukan untuk meminimalisir kesulitan tersebut antara lain dengan memberikan bimbingan belajar, penggunaan media interaktif, dan penerapan strategi pembelajaran kontekstual. Penelitian ini diharapkan dapat menjadi bahan pertimbangan dalam perencanaan pembelajaran yang lebih efektif dan mendorong peningkatan kemampuan berpikir tingkat tinggi siswa.

Kata kunci: Kesulitan belajar, soal HOTS, teori Cooney.

ABSTRACT

Aida Fitri, NIM 4201111011 (2025). An Analysis of Junior High School Students' Difficulties in Solving HOTS-Type Mathematics Problems Based on Cooney's Theory.

This study aims to analyze the difficulties experienced by eighth-grade students of SMP IT Baiti Jannati in solving mathematics problems of the Higher Order Thinking Skill (HOTS) type, based on the indicators of difficulty as proposed by Cooney. This research employed a descriptive qualitative approach, with eight student participants selected based on the results of an initial HOTS test, along with the mathematics teacher as a supporting informant. The instruments used included HOTS mathematics test items, interview guidelines, and a questionnaire on difficulty factors. The results revealed that students encountered three main types of difficulties: (1) difficulties in understanding and applying mathematical concepts, such as identifying important information and constructing mathematical models; (2) difficulties in using principles, indicated by calculation errors and incorrect application of formulas; and (3) difficulties in solving verbal (word) problems, particularly in translating sentences into mathematical representations. The contributing factors included internal aspects such as lack of conceptual understanding and low motivation, as well as external aspects such as monotonous teaching methods and limited exposure to HOTS-type problems. Efforts to overcome these difficulties include providing learning support, using interactive media, and applying contextual learning strategies. This study is expected to serve as a valuable reference for designing more effective instruction and enhancing students' higher-order thinking skills in mathematics.

Keywords: Learning difficulties, HOTS problems, Cooney's theory.

