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

Eko Prabowo (NIM : 4143312006)

ABSTRACT

This study aims to find out somethingcreative 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* modelResearch through 3 stages, namely Stage *Preparation and Design*, *Teaching Stage The Design Experiment* and *Restrospective Analysis* stages are aimed atdesign an integer learning path that thinks creatively. In the processlearning activities that have been designed at HLT are applied and developedto gain an understanding of the material of addition and subtraction of numbersround which is seen from students' thinking abilities. Alleged learning trajectoryintegers that have been designed for later preparing for the experimenttested on *pilot experiments* and tested again with the trackrevised learning during the implementation of teaching (*teachingexperiment*) and then the *Restrospective Analaysis stage*. The results of this studycan be seen from the success of an integer learning path towardsstudents' 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 limitationsClassical learning of students in the trial is 21.370%. In the *RestrospectiveAnalysis stage* of the implementation of learning shows that students havediverse thinking relationships in understanding the concepts of addition and subtractionintegers by going through the stages of creative thinking. At the time of the ability testcreative thinking takes place apparentlystudents go through several stages of creative thinking, namely the *preparation stage,incubation stage* (recalling lessons learned), *stagesillumination* (the emergence of solving new problems), the *verification stage* (fixingand check the answers). Based on the results of the study, it was found thatthe use of HLT can determine the learning trajectory of students in understanding the conceptaddition and subtraction of integers.

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