

ABSTRAK

FITRI MUSTIKA ARNIS. Analisis Lintasan Berpikir Siswa SMP Untuk Menyelesaikan Masalah Spasial Setelah Melalui Pembelajaran Pendidikan Matematika Realistik. Tesis. Medan: Program Studi Pendidikan Matematika Program Pascasarjana Universitas Negeri Medan. 2019

Penelitian ini bertujuan untuk: 1) Mengetahui hasil tes kemampuan spasial siswa yang diajar dengan Pembelajaran Pendidikan Matematika Realistik 2) mengetahui lintasan berpikir siswa SMP untuk menyelesaikan masalah spasial setelah Pembelajaran Pendidikan Matematika Realistik. Sampel dalam penelitian ini adalah siswa kelas VIII SMP sebanyak 31 orang. Penelitian ini termasuk penelitian deskriptif dengan menggunakan pendekatan kualitatif. Instrumen penelitian ialah, tes kemampuan spasial dalam menyelesaikan masalah geometri dan pedoman wawancara. Subjek untuk wawancara dipilih sebanyak 6 orang berdasarkan dengan tingkat kemampuan spasial matematisnya. Hasil penelitian menunjukkan bahwa: 1) Tingkat kemampuan spasial matematis pada siswa berkemampuan rendah sebanyak 13 siswa, pada siswa berkemampuan sedang sebanyak 6 siswa dan berkemampuan tinggi sebanyak 12 siswa. Jadi, persentase tingkat kemampuan spasial matematis siswa dengan kemampuan ‘rendah’ sebanyak 38,7%, kemampuan ‘sedang’ sebanyak 29%, dan kemampuan ‘tinggi’ sebanyak 32,3%. 2) Pada lintasan berpikir untuk siswa yang berkemampuan spasial tinggi biasanya dapat memahami dan menjawab soal dengan waktu yang relatif lebih cepat untuk soal yang paling mudah. Sedangkan untuk siswa yang memiliki kemampuan spasial sedang hampir sama dengan siswa dengan kemampuan spasial tinggi. Yaitu siswa berusaha memahami dan menjawab soal yang diberikan dengan waktu yang agak cepat. Dan siswa yang memiliki tingkat kemampuan spasial yang rendah cukup lama untuk soal yang paling mudah.

Kata Kunci: Kemampuan Spasial, Pembelajaran Pendidikan Matematika Realistik, lintasan berpikir siswa, berpikir kreatif

ABSTRACT

FITRI MUSTIKA ARNIS. Analysis Of Trajectory Thinking Of Middle School Students To Complete The Problem Of Spatial Ability With Realistic Mathematical Education Learning. Thesis. Medan: Mathematics Education Postgraduate Programme, State University Of Medan, 2019.

This study aims to: 1) Know the results of the spatial ability test students taught with Realistic Mathematics Education Learning 2) find out the trajectory of thinking of junior high school students to solve spatial problems after Learning Realistic Mathematics Education. The population in this study were all students of Ali Imron Middle School Medan and the sample in this study were 31 student grade VIII SMP students. This research includes descriptive research using a qualitative approach. The research instrument was a test of spatial ability in solving geometry problems and interview guidelines. The subjects for the interview were chosen as many as 6 people based on their level of mathematical spatial ability. The results showed that: 1) The level of mathematical spatial ability in low-ability students has the highest proportion of as many as 12 students, followed by high-ability students 10 students and medium-ability students as many as 9 students. So, the percentage level of mathematical spatial ability of students with "low" abilities is 38.7%, ability is "medium" as much as 29%, and ability is "high" as much as 32.3%. 2) On the trajectory of thinking for students with high spatial ability, they are usually able to understand and answer questions with a relatively faster time for the easiest questions. Whereas for students who have medium spatial ability, it is almost the same as students with high spatial ability. Namely students try to understand and answer the questions given in a rather fast time. And students who have low levels of spatial ability long enough for the easiest problems.

Keywords: *Spatial Ability, Realistic Mathematics Education Learning, trajectory of student thinking, creative thinking*