

ABSTRAK

Jonsen Efendi Rambe. Peningkatan Kreativitas dan Hasil Belajar Matematika Melalui Problem Posing pada Siswa Kelas VI SD Negeri No. 105321 Tumpatan Nibung, Kecamatan Batang Kuis Kabupaten Deli Serdang. Tesis. Medan: Program Pasca Sarjana Universitas Negeri Medan, Januari 2013.

Penelitian ini bertujuan untuk meningkatkan kreativitas matematika dan hasil belajar matematika dalam materi menghitung luas segibanyak pada siswa kelas VI SD Negeri No. 105321 Tumpatan Nibung melalui problem posing. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus dengan subjek penelitian siswa kelas VI SD Negeri No. 105321 Tumpatan Nibung sejumlah 21 siswa.. Data diperoleh dengan metode observasi dan tes. Instrumen yang digunakan adalah lembar pengamatan proses pembelajaran problem posing dan tiga butir tes kreativitas matematika serta tujuh butir tes hasil belajar matematika. Data diolah dengan teknik deskriptif. Hasil penelitian menunjukkan terjadi peningkatan kreativitas matematika dalam menyelesaikan soal matematika divergen pada materi menghitung luas segibanyak, pada pratindakan siswa yang kreatif dan sangat kreatif ada 7 orang siswa (33%) terjadi peningkatan menjadi 12 orang siswa (57%) pada siklus I dan pada siklus II siswa yang kreatif dan sangat kreatif terjadi peningkatan menjadi 16 orang siswa (76%). Juga terjadi peningkatan ketuntasan hasil belajar matematika siswa dari pratindakan, siklus I dan siklus II dengan nilai kriteria ketuntasan minimal 70. Jumlah dan persentase siswa yang mencapai ketuntasan hasil belajar matematika dengan nilai kriteria ketuntasan minimal 70 dari pratindakan, siklus I dan siklus II berturut-turut: pratindakan adalah 7 orang siswa dengan ketuntasan 33%, siklus I terjadi peningkatan 14 orang siswa dengan ketuntasan 67% dan pada siklus II terjadi peningkatan 17 orang siswa dengan ketuntasan 81%. Indikator keberhasilan dalam penelitian ini apabila minimal 75% siswa kreatif dan atau sangat kreatif.serta tuntas dalam hasil belajarnya. Dengan demikian dapat disimpulkan bahwa terjadi peningkatan kreativitas dan hasil belajar matematika materi menghitung luas segibanyak melalui pendekatan problem posing pada siswa kelas VI SD Negeri No. 105321 Tumpatan Nibung. Saran dari peneliti adalah pendekatan problem posing perlu diterapkan di Sekolah Dasar.

ABSTRACT

Jonsen Efendi Rambe. Increased Creativity and Learning Outcomes of Mathematics Through Problem Posing In The Sixth Grade Number 105321 State Primary School of Tumpatan Nibung, the Batang Kuis Sub District, the Deli Serdang Regency. Thesis. The Post Graduate In The State University of Medan, January 2013.

Classroom Action Research is titled to promote creativity and learning outcomes in Mathematics through problem posing in sixth grade number 105321 the State Primary School of Tumpatan Nibung, the Batang Kuis Sub District, the Deli Serdang regency. The choice of a title on observation and experience that creativity and mathematical learning outcomes of students in the learning of mathematics in particular material far polygon count as a composite of two simple flat wake or low based so that the learning outcomes are, is still low. Action research is the mathematical creativity and mathematical learning outcomes in the material do you charge to improve the area of the polygon in primary education. The action research method is implemented with two cycles. Each cycle has four stages: planning, action, observation and analysis and reflection. The action is on the study of this class act in every cycle poses performed on the learning problem may be. Problem posing is a question submitted by the students after learning of the concept of the material made examined were stopped by administration of a test at the end of the cycle. The results after conducting action research with action problem posing receive is: creativity mathematics students improved in comparison with the pre-action, the pre-action creative students very creative and creative there are 7 students (33%) increased to 12 students (57%) in the first cycle and second cycle students are creative and very creative in solving a math problem on the material far apart polygon count increased to 16 students (76%). The proportion of pupils mastering the mathematics learning outcomes from the first cycle to the second cycle by the number of students 21 people increase with a value of at least 70 completeness criteria and learning outcomes. Students who achieve the learning of mathematics with limits of at least 70 on the completeness criteria before action is seven students (33%), in the first cycle to 14 students (67%) and in the second cycle, there are 17 students (81 %). Indicators of success in this study, at least 75% of students in the classical reached the level of creative and highly creative sign of the increasing creativity of mathematics students, as well as at least 75% of students achieved in the traditional a threshold of 70. Conclusions from the study of this class action research is through the recognition of the problem posing in mathematics learning materials polygon creativity calculate the area of mathematics and mathematics learning outcomes in the sixth grade of number 105321 the state primary school of Tumpatan Nibung increased, so that the hypothesis in this study missed the action . Therefore, the proposed research colleagues at primary school teachers that the implementation of learning mathematical problem posing approach must be applied in the primary school.