

## ABSTRAK

**DIANA SISTER. Analisis Kesulitan Berpikir Kreatif dan Disposisi Matematis Siswa Pada Penerapan Model *Problem-Based Learning*.** Tesis. Medan: Program Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk menganalisis dan Mengetahui: 1) tingkat kemampuan berpikir kreatif matematis siswa yang dibelajarkan menggunakan model *problem-based learning*; 2) deskripsi proses jawaban siswa dalam pembelajaran menggunakan model *problem-based learning*; 3) kesulitan proses berpikir kreatif matematis siswa yang dibelajarkan menggunakan model *problem-based learning*; 4) disposisi matematis siswa selama proses pembelajaran menggunakan *problem-based learning*. Subjek dalam penelitian ini adalah siswa SMP Swasta Al-Hikmah Medan kelas VIII yang berjumlah 32 siswa, kemudian untuk subjek wawancara dipilih berdasarkan tingkat kemampuan berpikir kreatif matematis dan skala disposisi matematis. Objek dalam penelitian ini adalah kemampuan berpikir kreatif dan disposisi matematis siswa pada penerapan model *problem-based learning*. Berdasarkan hasil analisis data diperoleh bahwa 1) Siswa pada tingkat kemampuan berpikir kreatif matematis sangat tinggi mampu mencapai semua indikator yaitu *fluency*, *flexibility*, *originality* dan *elaboration*. Siswa pada tingkat kemampuan berpikir kreatif matematis tinggi mampu mencapai indikator *fluency*, *flexibility* dan *originality*. Siswa pada tingkat kemampuan berpikir kreatif matematis sedang mampu mencapai indikator *fluency* dan *flexibility*. Siswa pada tingkat kemampuan berpikir kreatif matematis rendah hanya mampu mencapai indikator *fluency* dan Siswa pada tingkat kemampuan berpikir kreatif matematis sangat rendah tidak mampu mencapai semua indikator *fluency*, *flexibility*, *originality* dan *elaboration*. 2) Pada proses jawaban siswa mampu melakukan tahap persiapan, tahap inkubasi, tahap iluminasi, dan tahap verifikasi/evaluasi. 3) kesulitan proses berpikir kreatif matematis menggunakan pembelajaran model *problem-based learning* berdasarkan kesulitan fakta, konsep, prinsip dan prosedur, 4) Disposisi matematis siswa yang menggunakan pembelajaran *Problem Based Learning* (PBL) lebih baik, hal ini dapat diketahui bahwa siswa lebih gigih dalam menyelesaikan masalah.

Kata Kunci: analisis, kemampuan berpikir kreatif, Disposisi Matematis, *problem-based learning*

## ABSTRACT

**DIANA SISTER. Analysis of the Difficulties of Creative Thinking and Mathematical Disposition of Students in the Implementation of Problem-Based Learning Models.** Thesis. Medan: Postgraduate Program, State University of Medan.

This study aims to analyze and know: 1) the level of mathematical creative thinking ability of students who are taught using problem-based learning models; 2) description of students' answer processes in learning using problem-based learning models; 3) the difficulties of students' mathematical creative thinking processes taught using the problem-based learning model; 4) mathematical disposition of students during the learning process using problem-based learning. The subjects in this study were 32 students of Al-Hikmah Medan Private Middle School, 32 students, then the interview subjects were selected based on their level of mathematical creative thinking ability and mathematical disposition scale. The object in this study is the ability to think creatively and mathematical disposition of students in the application of problem-based learning models. Based on the results of data analysis, it is found that 1) Students at a very high level of mathematical creative thinking ability are able to achieve all indicators namely fluency, flexibility, originality and elaboration. Students at a high level of mathematical creative thinking ability are able to achieve indicators of fluency, flexibility and originality. Students at the level of mathematical creative thinking ability are being able to achieve indicators of fluency and flexibility. Students at low mathematical creative thinking abilities are only able to achieve fluency indicators and Students at very low mathematical creative thinking abilities are not able to reach all indicators of fluency, flexibility, originality and elaboration. 2) In the process of answering students are able to do the preparatory stage, the incubation stage, the illumination stage, and the verification / evaluation stage. 3) the difficulty of the mathematical creative thinking process using problem-based learning model learning based on the difficulty of facts, concepts, principles and procedures, 4) The mathematical disposition of students who use Problem Based Learning (PBL) learning is better, it can be seen that students are more persistent in solve the problem.

Keywords: analysis, creative thinking ability, Mathematical Disposition, problem-based learning