

ABSTRAK

Febry Azmiana Siregar, NIM 4181111049 (2022). Analisis Kesalahan Dalam Menyelesaikan Soal Pemecahan Masalah Berdasarkan Prosedur Newman Pada Materi Segitiga dan Segiempat Ditinjau Dari *Adversity Quotient* Siswa di Kelas VII SMP Negeri 6 Medan.

Penelitian ini bertujuan untuk mendeskripsikan jenis kesalahan dan faktor penyebab siswa melakukan kesalahan dalam menyelesaikan soal pemecahan masalah berdasarkan analisis kesalahan newman pada materi bangun datar segitiga dan segiempat yang ditinjau dari *adversity quotient* siswa. Penelitian ini menggunakan penelitian deskriptif dengan pendekatan kualitatif. Subjek penelitian ini adalah 5 siswa kelas VII-B di SMP Negeri 6 Medan yang diambil masing – masing 1 orang siswa dengan kategori AQ *quitter*, 1 siswa dengan kategori AQ peralihan dari *quitter* ke *camper*, 1 siswa dengan kategori AQ *camper*, 1 siswa dengan kategori peralihan dari *camper* ke *climber* dan 1 siswa dengan kategori AQ *climber*. Penentuan subjek penelitian didasarkan pada hasil tes angket *Adversity Response Profile* (ARP). Teknik pengumpulan data menggunakan tes dan wawancara. Analisis data dilakukan dengan tahap reduksi data, tahap penyajian data dan tahap penarikan kesimpulan. Uji keabsahan data menggunakan triangulasi teknik. Dari hasil penelitian dapat disimpulkan bahwa siswa dengan kategori AQ *quitter* melakukan kesalahan membaca, kesalahan memahami masalah, kesalahan transformasi, kesalahan keterampilan proses dan kesalahan penulisan jawaban akhir. Siswa dengan kategori AQ peralihan dari *quitter* ke *camper* melakukan kesalahan membaca, memahami masalah, transformasi dan kesalahan keterampilan proses. Siswa dengan kategori AQ *camper* dan AQ peralihan dari *camper* ke *climber* melakukan kesalahan keterampilan proses dan kesalahan penulisan jawaban akhir. Siswa dengan kategori AQ *climber* melakukan kesalahan memahami masalah, keterampilan proses dan kesalahan penulisan jawaban akhir. Persentase kesalahan membaca sebesar 10,29 %, persentase kesalahan memahami sebesar 42,64%, persentase kesalahan transformasi sebesar 29,41%, persentase kesalahan keterampilan proses sebesar 45,58% dan persentase kesalahan penulisan jawaban akhir ialah sebesar 63,23%. Adapun penyebab siswa melakukan kesalahan yaitu 1) kesalahan membaca terjadi hanya karena siswa lupa cara membaca satuan pada soal. 2) kesalahan memahami disebabkan karena tidak memahami makna soal dan terburu – buru. 3) kesalahan transformasi terjadi karena tidak memahami soal, tidak mengetahui langkah penyelesaian dan lupa rumus. 4) kesalahan keterampilan proses disebabkan karena siswa tidak memahami soal, kurang teliti dan terburu – buru 5) kesalahan penulisan jawaban akhir disebabkan karena adanya kesalahan pada tahapan sebelumnya dan tidak memeriksa kembali jawaban disetiap langkah penyelesaian soal.

Kata Kunci: Kesalahan siswa, Soal Pemecahan Masalah, Prosedur Newman, *Adversity Quotient*

ABSTRACT

Febry Azmiana Siregar, NIM 4181111049 (2022). Analysis of Errors in Solving Problem-Solving Questions Based on Newman's Procedures on Triangles and Quadrilaterals from the Adversity Quotient of Students in Class VII SMP Negeri 6 Medan.

This study aims to describe the types of errors and the factors that cause students to make mistakes in solving solving problems based on the analysis of Newman's errors in the triangular and quadrilateral plane shapes in terms of the students' adversity quotient. This research uses descriptive research with a qualitative approach. The subjects of this study were 5 students of class VII-B at SMP Negeri 6 Medan which were taken each 1 student with the AQ quitter category, 1 student with the AQ category transition from quitter to camper, 1 student with the AQ camper category, 1 student with the AQ camper category. transition from camper to climber and 1 student in the category of AQ climber. Determination of research subjects is based on the results of the Adversity Response Profile (ARP) questionnaire. Data collection techniques using tests and interviews. Data analysis was carried out with the data reduction stage, the data presentation stage and the conclusion drawing stage. Test the validity of the data using triangulation techniques. From the results of the study, it can be concluded that students with the AQ quitter category made reading errors, misunderstood problems, transformation errors, process skills errors and writing errors in the final answer. Students with the AQ category transitioning from quitter to camper made reading errors, understanding problems, transformation and process skills errors. Students with AQ camper category and AQ transition from camper to climber made mistakes in processing skills and writing errors in the final answer. Students with the AQ climber category made mistakes in understanding the problem, processing skills and writing errors in the final answer. The percentage of reading errors is 10.29%, the percentage of understanding errors is 42.64%, the percentage of transformation errors is 29.41%, the percentage of process skills errors is 45.58% and the percentage of writing errors in the final answer is 63.23%. The causes of students making mistakes are 1) reading errors occur only because students forget how to read the units in the questions. 2) misunderstandings are caused because they do not understand the meaning of the question and are in a hurry. 3) transformation errors occur because they do not understand the problem, do not know the steps to solve and forget the formula. 4) process skill errors are caused because students do not understand the questions, are less thorough and in a hurry 5) errors in writing the final answer are caused by errors in the previous stage and not re-checking the answers at each step of solving the questions.

Keywords: Student errors, Problem Solving Problems, Newman Procedure, Adversity Quotient