

ABSTRAK

ANALISIS KEMAMPUAN BERPIKIR KREATIF MATEMATIS PESERTA DIDIK KELAS V SEKOLAH DASAR PADA MATERI PECAHAN

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Penelitian ini memiliki masalah utama mengenai kemampuan berpikir kreatif matematis peserta didik sekolah dasar pada materi pecahan. Penelitian bertujuan untuk menganalisis kemampuan berpikir kreatif matematis peserta didik kelas v sekolah dasar pada materi pecahan. Metode penelitian yang digunakan adalah gabungan (kualitatif dan kuantitatif). Teknik pengumpulan data yang digunakan yaitu tes, wawancara tak berstruktur, dan dokumentasi. Pengambilan sumber data dengan teknik *purposive sampling* yang berjumlah 26 orang peserta didik kemudian hasil tes dianalisis dan diambil 6 jawaban yang mewakili karakter kreatif matematis yang dikelompokkan berdasarkan kategori tinggi, sedang, dan rendah. Sumber data yang digunakan adalah peserta didik. Penelitian ini memfokuskan pada 4 aspek yaitu (1) Kelancaran (*fluency*); (2) Keluwesan (*flexibility*); (3) Keaslian (*originality*); dan (4) Keterincian (*elaboration*). Hasil penelitian menunjukkan bahwa kemampuan berpikir kreatif matematis peserta didik dalam menjawab soal indikator kelancaran (*fluency*) adalah 50,96% yang termasuk kategori cukup kreatif, soal indikator keluwesan (*flexibility*) adalah 30,76% yang termasuk kurang kreatif, soal indikator keaslian (*originality*) adalah sebesar 28,85% yang termasuk kurang kreatif, soal indikator keterincian (*elaboration*) adalah sebesar 42,31% yang termasuk cukup kreatif, dan persentase rata-rata kemampuan berpikir kreatif matematis peserta didik kelas v sekolah dasar pada materi pecahan adalah 38,22% sehingga termasuk kedalam kategori kurang kreatif.

Kata kunci: kemampuan berpikir kreatif matematis, pecahan

ABSTRACT

THE ANALYSIS OF STUDENTS' MATHEMATICAL CREATIVE THINKING ABILITY OF THE ELEMENTARY FIFTH GRADE SCHOOL ON FRACTION

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The main problem of this present study is the students' mathematical creative thinking ability of elementary school on fractions. The present study aims to analyse the students' mathematical creative thinking ability of the fifth graders of elementary school on fractions. The research method used is mixed method (qualitative and quantitative). Three set of instruments namely; test, unstructured interviews and documentation were involved in the data collection. The data gathering technique was purposive sampling in which 26 students were given a test, and the results of the test were analysed, then 6 answers representing mathematical creative character were taken then categorized into three levels; high, average and low. The source of the data was students. This study focused on four aspects namely; (1) fluency; (2) flexibility; (3) originality; and (4) elaboration. The results of the research showed that the students' mathematical creative thinking ability in (fluency) was 50.96% which belongs to quite creative, flexibility was 30.76% which belongs to less creative, originality was 23.85% which belongs to less creative, and elaboration was 42.31% which belongs to quite creative. The average percentage of the students' mathematical creative thinking on fraction was 38.22% so that it is categorized into less creative level.

Keywords: fraction, mathematical creative thinking ability