

PROFIL KREATIVITAS PENYELESAIAN SOAL GEOMETRI SISWA SMP BERDASARKAN GAYA KOGNITIF REFLEKTIF

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan profil kreativitas penyelesaian soal geometri siswa SMP berdasarkan gaya kognitif reflektif. Penilaian kreativitas didasarkan pada penilaian penyelesaian soal geometri yang dibuat subjek penelitian meliputi tiga aspek kreativitas yaitu: kefasihan, fleksibilitas, dan kebaruan. Kefasihan penyelesaian soal geometri mengacu pada kemampuan siswa memberi banyak penyelesaian yang benar. Fleksibilitas penyelesaian soal geometri mengacu pada kemampuan siswa memberi penyelesaian soal geometri dengan cara berbeda yang benar. Kebaruan penyelesaian masalah mengacu pada kemampuan siswa member penyelesaian berbeda dari sebelumnya yang benar. Dua penyelesaian berbeda bila konsep matematika atau konteks yang digunakan berbeda atau tidak biasa dibuat siswa pada tingkat pengetahuan sebayanya. Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kualitatif. Penelitian dilaksanakan pada kelas VIIIA SMP YDWP (Yayasan Darma Wanita Persatuan) UNESA Bulan Mei Tahun Ajaran 2010/2011. Subjek yang diteliti 1 siswa reflektif, penentuan subjek penelitian menggunakan MFFT (*Matching Familiar Figures Test*). Subjek diberikan 1 soal geometri SMP dilanjutkan wawancara berbasis tugas, digunakan triangulasi waktu untuk melihat keabsahan data (valid), selanjutnya data valid dianalisis berdasarkan ketiga aspek kreativitas. Profil kreativitas penyelesaian soal geometri siswa SMP berdasarkan gaya kognitif reflektif sebagai berikut kefasihan : siswa reflektif mampu menggambar bangun datar sebanyak yang dimintakan dengan benar. fleksibilitas : siswa reflektif tidak mampu menemukan atau membuat cara berbeda, bangun datar yang telah dibuatnya. kebaruan : siswa reflektif mampu menggambar bangun datar yang konsep atau konteksnya berbeda dengan sebelumnya dan tidak biasa dilakukan untuk tingkat pengetahuan sebayanya dengan benar. Dari keterpenuhan indikator kreativitas di atas, maka disimpulkan bahwa siswa reflektif termasuk dalam kategori kreatif karena mampu memenuhi kefasihan dan kebaruan dalam penyelesaian soal geometri

Kata Kunci : Profil, Kreativitas, Siswa Reflektif

ABSTRACT

The purpose of this research is to describe the profile of creativity in solving geometry problems of junior high school students based on cognitive styles of reflective. The assessment of creativity is based on the assessment in solving geometry problems which made by the subject that consists of the three aspects of creativity, which are: fluently, flexibility, and novelty. The aspect of fluently in solving geometry problems is considering on the ability of students for making many of correct solutions. The aspect of flexibility in solving geometry problems is considering on the way of making different correct solutions. The aspect of novelty is considering on the ability of students on making different solutions from previous answer which noted as usual. Two solutions are different if the concepts or context which made by the students are different or unusual compare to the ability of others in their ages. This research is descriptive research by using qualitative approach. The research is taking place on class VIIIA SMP YDWP (Yayasan Darma Wanita Persatuan) UNESA in May on school year of 2010/2011. The subject is 1 student with reflective cognitive style, the method to choose subject of research by using MFFT (Matching Familiar Figure Test). The subject was given a problem of geometry continued with the interviewed related to the task, the using time triangulation to observe validity of data, then the valid data is analyzed based on creativity aspects. The profile of creativity in solving geometry problems of junior high school students based on reflective cognitive style as followed: 1) fluency: the student with reflective style can figure many correct flat figure of geometry as determine from the task. 2) flexibility: the student with reflective can not find or make different figure on the their own geometry flat. 3) novelty: student with reflective style can make correct figure of flat geometry which new or different in the concept or context that never made before compare to others of their ages. From the completeness of aspects as mention above, then the reflective student is concluded as creative because can fill the aspects of fluency and novelty in solving geometry problems.

Key Words: Profile, Creativity, Reflective Student.