

Febrian Nurdyani. 2019. *Analisis Kemampuan Berpikir Kreatif Siswa SMP dalam Pembelajaran Matematika dengan Implementasi Problem Based Learning (Studi Kasus pada Siswa Kelas VIII Semester II SMPIT Ibnu Abbas Klaten Tahun Ajaran 2017/2018)*. Tesis. Pembimbing I: Dr. Imam Sujadi, M.Si. Kopembimbing: Drs. Isnandar Slamet, M.Sc, Ph.D. Program Studi Magister Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret Surakarta.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kemampuan berpikir kreatif siswa dalam pembelajaran matematika dengan implementasi *Problem Based Learning*, khususnya pada saat siswa melakukan investigasi kelompok. Kemampuan berpikir kreatif yang diukur pada penelitian ini adalah *fluency*, *flexibility*, dan *originality*.

Penelitian ini menggunakan pendekatan kualitatif. Sebelum penelitian, peneliti melakukan observasi awal untuk menentukan subjek penelitian. Observasi penelitian dilakukan dengan cara mengobservasi siswa yang mempunyai ciri pribadi kreatif pada saat pembelajaran matematika dengan *Problem Based Learning*. Siswa dikatakan mempunyai ciri pribadi kreatif jika siswa memenuhi kriteria menjadi kebiasaan. Subjek penelitian dipilih secara *purposive sampling* yaitu siswa yang mempunyai ciri pribadi kreatif dari kelas VIII-B2. Pengambilan data dilakukan dengan observasi pada saat pembelajaran matematika dengan implementasi *Problem Based Learning*, Lembar Aktivitas Siswa dan wawancara. Validasi data dilakukan dengan triangulasi sumber dan waktu, data valid dianalisa menurut Miles dan Huberman, yaitu reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian pada aspek *fluency*, siswa mengajukan pertanyaan ke guru dan ke teman sekelompoknya, siswa mengungkapkan gagasan-gagasannya untuk menyelesaikan Lembar Aktivitas Siswa secara lancar dan siswa menghasilkan jawaban lebih dari satu dari suatu masalah matematika yang terdapat di Lembar Aktivitas Siswa secara benar. Pada aspek *flexibility*, siswa menjelaskan percobaan yang harus dilakukan berdasarkan sudut pandangnya kepada teman sekelompoknya, siswa memberikan pertimbangan terkait suatu hal yang berkaitan dengan materi yang sedang dibahas, dan siswa menghasilkan jawaban dari suatu masalah matematika yang terdapat di Lembar Aktivitas Siswa secara benar dan beragam. Pada aspek *originality*, siswa membuat pengertian dengan bahasa sendiri dari suatu hal dan siswa menghasilkan jawaban dari suatu masalah matematika yang terdapat di Lembar Aktivitas Siswa dengan jawaban yang baru dan berbeda dengan yang lain.

Kata kunci: kemampuan berpikir kreatif, *fluency*, *flexibility*, *originality*, pembelajaran matematika, *problem based learning*.

Febrian Nurdyani. 2019. *Analysis Creative Thinking Abilities of Junior High School Students in Mathematics Learning with the Implementation of Problem Based Learning (A case Study in Class VIII of SMPIT Ibnu Abbas Klaten Students in Even Semester Academic Year 2017/2018)*. Thesis. Consultant: Dr. Imam Sujadi, M.Si. Co-Consultant: Drs. Isnandar Slamet, M.Sc, Ph.D. Mathematics Education Magister Department, Faculty of Teacher Training and Education, Sebelas Maret University of Surakarta.

ABSTRACT

This study aims to describe students' creative thinking skills in mathematics learning by implementing Problem Based Learning, especially when students conduct group investigations. The creative thinking ability measured in this study is fluency, flexibility, and originality.

This study uses a qualitative approach. Before the research, the researcher conducted an initial observation to determine the subject of the study. Observation of the study was carried out by observing students who have creative personal characteristics when learning mathematics with Problem Based Learning. Students are said to have creative personal characteristics if students meet the criteria to become habits. The research subjects were selected by purposive sampling, namely students who have creative personal characteristics of class VIII-B2. Data retrieval is done by observation during mathematics learning with the implementation of Problem Based Learning, Student Activity Sheet, and interviews. Data validation is done by source and time triangulation, valid data is analyzed according to Miles and Huberman, namely data reduction, data presentation, and conclusion conclusions.

The results of the study on fluency aspects, students ask questions to the teacher and to their group friends, students express their ideas to finish the Student Activity Sheet smoothly and students produce more than one answer from a mathematical problem found in the Student Activity Sheet correctly. In aspects of flexibility, students explain experiments that must be done based on their point of view to their group friends, students give consideration related to a matter relating to the material being discussed, and students produce answers to a mathematical problem found in Student Activity Sheets correctly and varied. In the aspect of originality, students make sense with their own language of a matter and students produce answers to a mathematical problem found in the Student Activity Sheet with new and different answers to the others.

Keywords: creativity, fluency, flexibility, originality, mathematics learning, problem based learning.