

ABSTRAK

Proses Berpikir Siswa yang Mengalami Gejala Stres Akademik dalam Memecahkan Soal Matematika.

(Studi terhadap siswa kelas VIII SMP Negeri di Kota Bandung)

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Penelitian ini bertujuan untuk mengetahui gejala stres akademik yang dialami siswa, faktor penyebab siswa mengalami gejala stres akademik dan proses berpikir siswa dalam memecahkan soal matematika pada masing-masing tingkatan stres akademik berbeda di tiga sekolah. Penelitian ini dilaksanakan dengan menggunakan metode penelitian kombinasi dan desain *sequential explanatory*. Pengumpulan data dalam penelitian ini yaitu dengan melaksanakan angket, tes, wawancara, observasi dan dokumentasi. Hasil dari penelitian ini meliputi gejala stres akademik yang dialami oleh siswa dengan kategori stres rendah yaitu, gejala fisik, pikiran dan emosi disebabkan oleh soal yang diberikan dirasa sulit dan kurangnya keyakinan terhadap kemampuan diri dalam mengerjakan soal. Sedangkan, gejala stres akademik yang dialami oleh siswa dengan kategori stres sedang yaitu, gejala fisik, pikiran, emosi dan perilaku disebabkan oleh soal yang diberikan dirasa sulit, kurangnya keyakinan terhadap kemampuan diri dan pola pikir siswa yang menyatakan bahwa dirinya tidak mampu mengerjakan soal serta adanya tekanan dari orangtua yang menuntut nilai baik. Proses berpikir siswa di sekolah pertama kategori stres rendah dominan konseptual, proses berpikir siswa di sekolah kedua tidak dapat disimpulkan dan proses berpikir siswa di sekolah ketiga adalah komputasional. Sedangkan, Proses berpikir siswa di sekolah pertama kategori stres sedang dominan semi konseptual, proses berpikir siswa di sekolah kedua dominan komputasional dan proses berpikir siswa di sekolah ketiga adalah komputasional.

Kata kunci: Proses Berpikir, Gejala Stres Akademik, Memecahkan Soal Matematika

ABSTRACT

Thinking Process of Students Experiencing Symptoms of Academic Stress in Solving Mathematical Problems.

(A study of the students of VIII grade of Junior High School in Bandung)

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This research aims to determine the symptoms of academic stress experienced by students, the factors causing students to experience symptoms of academic stress and student thinking processes in solving math problems at each level of different academic stress in three schools. This research was conducted by using combination research method and sequential explanatory design. Data collection in this research is by executing questionnaires, tests, interviews, observation and documentation. The results of this study include the symptoms of academic stress experienced by students with low stress categories namely, physical symptoms, thoughts and emotions caused by the given problem is difficult and lack of confidence in the ability of self in doing the problem. Meanwhile, the symptoms of academic stress experienced by students with moderate stress category that is, physical symptoms, thoughts, emotions and behavior caused by the given problem is difficult, lack of confidence in the ability of self and student mindset that states that he was unable to do the problem and the existence Pressure from parents who demand good point. The process of thinking of students in the first school of low stress categories is predominantly conceptual, the thinking process of students in the second school can not be inferred and the thinking process of students in the third school is computational. Meanwhile, the process of thinking of students in the first school stress category is being dominantly semi-conceptual, the students' thinking processes in both dominant computational schools and the thinking processes of students in third schools are computational.

Key words: *Thinking Process, Academic Stress Symptoms, Solving Mathematical Problems*