PROSES BERPIKIR KREATIF MATEMATIS SISWA BERBAKAT *(GIFTED STUDENTS)* DALAM MENYELESAIKAN MASALAH *OPEN-ENDED*

TESIS

Diajukan untuk memenuhi sebagian dari syarat untuk memperoleh gelar
Magister Pendidikan Matematika

oleh

Nursyam Anaguna
NIM 1706651

PROGRAM STUDI PENDIDIKAN MATEMATIKA
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PROSES BERPIKIR KREATIF MATEMATIS SISWA BERBAKAT *(GIFTED STUDENTS)* DALAM MENYELESAIKAN MASALAH *OPEN-ENDED*

Oleh
Nursyam Anaguna

S.Pd Universitas Negeri Makassar, 2015

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat
memperoleh gelar Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan
Matematika Sekolah Pascasarjana

HALAMAN PENGESAHAN

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Oleh

Nursyam Anaguna

NIM. 1706651

Disetujui dan disahkan oleh:

Pembimbing I

Prof. Dr. H. Didi Suryadi, M.Ed

NIP. 19580201 198403 1 001

Pembimbing II

Suhendra, M.Ed., Ph.D.

NIP. 19650904 199101 1 001

Mengetahui,

Ketua Program Studi Pendidikan Matematika

Dr. H. Sufyani Prabawanto, M. Ed.

NIP. 19600830 198603 1 003

ABSTRAK

Nursyam Anaguna (2019). Proses Berpikir Kreatif Matematis Siswa Berbakat *(Gifted Students)* dalam Menyelesaikan Masalah *Open-ended*

Perpaduan antara kreativitas dan bakat matematis yang dimiliki oleh siswa berbakat dapat memunculkan kemampuan berpikir kreatif matematis yang berperan penting dalam menyelesaikan masalah matematis. Penelitian ini bertujuan untuk melihat bagaimana kecenderungan proses berpikir kreatif matematis siswa berbakat dalam menyelesaikan masalah *open-ended* pada materi barisan dan deret. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan *grounded theory*. Data dikumpulkan melalui tes dan wawancara yang dilakukan terhadap 2 orang siswa siswa berbakat yang berumur 8-9 tahun. Hasil analisis memperlihatkan bahwa 1) siswa berbakat mampu menunjukkan kemampuan berpikir kreatif matematis dengan: meyakinkan dan menumbuhkan semangat dalam mengerjakan masalah matematika; membiasakan diri untuk membaca buku dan berlatih soal-soal matematika; menumbuhkan rasa penasaran terhadap masalah baru dan terbiasa mengajukan pertanyaan; menerima kritik dan berhati-hati dalam menyimpulkan cara maupun solusi penyelesaian masalah; berusaha menyelesaikan masalah secara mandiri dan tepat waktu; dan memperluas pengetahuan matematika dengan mengikuti serangkaian kegiatan pembinaan pengetahuan matematika, 2) indikator kemampuan berpikir kreatif yang muncul pada saat siswa berbakat menyelesaikan masalah matematika adalah indikator kelancaran, kelenturan, elaborasi, dan integrasi, dan 3) faktor pendukung kemampuan berpikir kreatif matematis adalah keyakinan dan semangat dalam menyelesaikan masalah, serta dukungan dari guru dan orang tua, sementara itu, faktor penghambat kemampuan berpikir kreatif matematis adalah kurangnya perhatian guru dan orang tua terhadap perkembangan bakat matematis yang dimiliki oleh siswa berbakat. Hasil analisis dari penelitian dapat dijadikan sebagai bahan pertimbangan untuk guru dan orang tua agar senantiasa mengasah kemampuan berpikir kreatif matematis siswa berbakat sejak dini.

Kata Kunci: Kemampuan berpikir kreatif matematis, siswa berbakat, masalah *open-ended*, dan *grounded theory*.

ABSTRACK

Nursyam Anaguna (2019). Process of Gifted Students Mathematical Creative Thinking in Solving Open-ended Problems.

The combination of creativity and mathematical talent possessed by gifted students can lead to mathematical creative thinking skills that play an important role in solving mathematical problems. This study aims to see how the tendency of mathematical creative thinking processes of gifted students in solving open-ended problems in sequences and series subject. The approach used in this study is a grounded theory. Data was collected through tests and interviews conducted on 2 gifted students aged 8-9 years. The results of the analysis show that 1) gifted students are able to demonstrate mathematical creative thinking skills by: convincing and fostering enthusiasm in working on mathematical problems; get used to reading books and practicing math questions; foster curiosity about new problems and get used to asking questions; accept criticism and be careful in concluding ways and solutions to problem solving; trying to solve problems independently and on time; and expanding mathematical knowledge by following a series of mathematical knowledge coaching activities, 2) indicators of creative thinking skills that emerge when gifted students solve mathematical problems are indicators of fluency, flexibility, elaboration and integration, and 3) supporting factors of mathematical creative thinking abilities are beliefs and enthusiasm in solving problems, as well as support from teachers and parents, meanwhile, inhibiting factor of mathematical creative thinking abilities is the lack of attention of teachers and parents to the development of mathematical talents possessed by gifted students. The results of the analysis of the research can be used as a consideration for teachers and parents to constantly hone the mathematical creative thinking abilities of gifted students from an early age.

Keywords: Mathematical creative thinking skills, gifted students, open-ended problems, and grounded theory.

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