PROFIL BERPIKIR ALJABAR SISWA SEKOLAH DASAR BERDASARKAN TAKSONOMI SOLO

(Penelitian Studi Kasus)

Destri Astrianingsih
1602729

ABSTRAK

Penelitian ini bertujuan untuk memperoleh gambaran tentang profil berpikir aljabar siswa kelas V sekolah dasar berdasarkan Taksonomi SOLO yang ditinjau dari level kemampuan matematis siswa. Untuk memperoleh gambaran tersebut, maka digunakan pendekatan kualitatif dengan metode studi kasus yang bersifat analisis deskriptif. Partisipan adalah siswa kelas V sekolah dasar di salah satu sekolah swasta Kecamatan Sukasari Kota Bandung. Sebanyak 23 siswa mengikuti tes berpikir aljabar dan 12 diantaranya diwawancarai. Berdasarkan hasil analisis data, penelitian ini menyimpulkan bahwa: 1) berpikir aljabar siswa kelas V sekolah dasar dengan level kemampuan matematis tinggi cenderung pada tingkatan *relational* dalam memahami simbol sama-dengan dan variabel, dan tingkatan *multistrucutral* dalam menggeneralisasi pola, 2) berpikir aljabar siswa kelas V sekolah dasar dengan level kemampuan matematis sedang cenderung pada tingkatan *multistrucutral* dalam memahami simbol sama-dengan, variabel, dan menggeneralisasi pola, dan 3) berpikir aljabar siswa kelas V sekolah dasar dengan level kemampuan matematis rendah cenderung pada tingkatan *unistructural* dalam memahami simbol sama-dengan, variabel, dan menggeneralisasi pola.

Kata kunci: *Berpikir Aljabar, Taksonomi SOLO, matematika sekolah dasar, studi kasus*

ALGEBRAIC THINKING PROFILE OF ELEMENTARY SCHOOL STUDENTS BASED ON SOLO TAXONOMY
(Case Study)

Destri Astrianingsih
1602729

ABSTRACT

This study aims to obtain a description of the algebraic thinking profile of grade V elementary school students based on SOLO Taxonomy which is viewed from the students' mathematical ability level. To obtain the description, then this study used qualitative approach with case study method based on descriptive analysis. Participants are grade V elementary school students in one private school Sukasari District Bandung City. They are 23 students took algebraic thinking tests and 12 of them were interviewed. Based on the results of data analysis, this study concludes that: 1) algebraic thinking of grade V elementary school students with high mathematical ability level tend at relational level in understanding the meaning of the equal sign and variable and at multistrucutral level in generalizing pattern, 2) algebraic thinking of grade V elementary school students with middle mathematical ability level tends at multistrucutral level in understanding the meaning of the equal sign, variable, and generalize the pattern, and 3) algebraic thinking of grade V elementary school students with low mathematical ability level tends at the unistructural level in understanding the meaning of the equal sign, variable, and generalize the pattern.

Keywords: *algebraic thinking, SOLO Taxonomy, mathematics in elementary school, case study*