ANALISIS KEMAMPUAN BERPIKIR ALJABAR SISWA SMP DITINJAU DARI *HABITS OF MIND*

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister Pendidikan pada Program Studi Pendidikan Matematika

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Master Pendidikan (M.Pd) pada Program Studi Pendidikan Matematika

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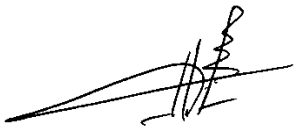

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LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul "**Analisis Kemampuan Berpikir Aljabar Siswa SMP Ditinjau dari *Habits of Mind***" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2022

Yang membuat pernyataan,

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ABSTRAK

Riane Nurismawati. (1906536). Analisis Kemampuan Berpikir Aljabar Siswa SMP Ditinjau dari *Habits of mind*

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis secara kuantitatif kemampuan berpikir aljabar siswa SMP, *habits of mind* siswa SMP dan kemampuan berpikir aljabar siswa SMP yang ditinjau dari *habits of mind* serta dilengkapi dengan analisis kemampuan berpikir aljabar siswa secara kualitatif. Untuk memperoleh hasil analisis yang lebih dalam dan kuat serta perspektif yang lebih luas, maka metode yang digunakan adalah *mixed-method* dengan desain *concurrent triangulation strategy*. Pengumpulan data kuantitatif maupun kualitatif dilakukan di waktu yang bersamaan dan terjadi dalam satu tahap penelitian, lalu hasilnya diintegrasikan selama fase interpretasi. Penelitian ini dilakukan di salah satu SMP di kota Cimahi dengan perolehan data berupa hasil tes kemampuan berpikir aljabar, angket *habits of mind* dan wawancara. Hasil penelitian menunjukkan bahwa kemampuan berpikir aljabar dan *habits of mind* siswa SMP berada pada kategori sedang. Secara kuantitatif ditemukan bahwa terdapat perbedaan yang signifikan antara kemampuan berpikir aljabar siswa pada kelompok *habits of mind* tinggi, sedang, maupun rendah. Adapun melalui analisis kualitatif, siswa yang merepresentasikan kelompok *habits of mind* tinggi dominan pada indikator generasional dan meta-level global, sedangkan siswa yang merepresentasikan kelompok *habits of mind* sedang menunjukkan kemampuan dominan pada indikator transformasional dan terakhir siswa dengan kelompok *habits of mind* rendah dominan pada indikator meta-level global. Beberapa teori dan penelitian lain yang berkaitan dengan temuan ini dibahas lebih lanjut.

Kata kunci : aljabar, berpikir aljabar, *habits of mind,* generasional, transformasional, meta-level global

ABSTRACT

Riane Nurismawati. (1906536). Analysis of Junior High School Students' Algebraic Thinking Ability Viewed from *Habits of mind*

This study aims to describe and analyze quantitatively of students' algebraic thinking ability, *habits of mind* and algebraic thinking skills viewed from *habits of mind* for junior high school students and also equipped with qualitative anlalysis. In order to obtain deeper and stronger analysis results as well as a broader perspective, the method used is a mixed-method with a concurrent triangulation strategy design. The collection of both quantitative and qualitative data was carried out at the same time and occur in one research phase, then the results were integrated during the interpretation phase. This research was conducted in one of the junior high schools in the city of Cimahi with data acquisition in the form of algebraic thinking ability test results, *habits of mind* questionnaire and interviews. The findings showed that the algebraic thinking skills and *habits of mind* of junior high school students were in the medium category. Quantitatively, it was found that there was a significant difference between students' algebraic thinking abilities in the high, medium, and low *habits of mind* groups. Meanwhile, through qualitative analysis, students who represent the high *habits of mind* group are dominant on two indicators namely generational and global meta-levels, while students who represent the medium *habits of mind* group show dominant abilities on transformational indicators and finally students with low *habits of mind* groups are dominant on the global meta-level indicators. Several theories and other research related to these findings are discussed further.

Keywords: algebra, algebraic thinking ability, *habits of mind,* generational, transformational, global meta-levels

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DAFTAR TABEL

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