

**ANALISIS KEMAMPUAN PEMECAHAN MASALAH MATEMATIKA
DAN KETERAMPILAN METAKOGNISI SISWA
PADA TOPIK GEOMETRI DITINJAU DARI GENDER**

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Matematika



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**PROGRAM STUDI MAGISTER PENDIDIKAN MATEMATIKA
FAKULTAS PENDIDIKAN MATEMATIKA DAN ILMU PENGETAHUAN ALAM
UNIVERSITAS PENDIDIKAN INDONESIA**

2022

Putri Wulansari, 2022

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SISWA PADA TOPIK GEOMETRI DITINJAU DARI GENDER*

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Sebuah tesis yang diajukan untuk memenuhi sebagian syarat untuk
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ABSTRAK

Putri Wulansari. (2010200). Analisis Kemampuan Pemecahan Masalah Matematika dan Keterampilan Metakognisi Siswa pada Topik Geometri Ditinjau dari Gender.

Kemampuan pemecahan masalah matematika dan keterampilan metakognisi sangat penting untuk ditingkatkan oleh siswa. Berdasarkan studi pendahuluan yang telah dilakukan bahwa adanya inkonsistensi kemampuan pemecahan masalah matematika dan keterampilan metakognisi siswa antara siswa laki-laki dan siswa perempuan. Sehingga peneliti tertarik untuk menyelidiki dan mengeksplor lebih jauh kemampuan pemecahan masalah matematika dan keterampilan metakognisi siswa ditinjau dari gender. Tujuan penelitian ini adalah untuk memperoleh gambaran kemampuan pemecahan masalah matematika dan keterampilan metakognisi siswa pada topik geometri ditinjau dari gender. Metode penelitian ini adalah studi kasus eksploratif, dengan subjek penelitian sebanyak 46 siswa pada satu SMP Negeri di Kabupaten Bandung dan satu SMP Negeri di Kota Bandung. Analisis data dalam penelitian ini menggunakan analisis data Miles and Huberman meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa kemampuan pemecahan masalah matematika siswa mayoritas berkemampuan sedang, namun pada tahapan pemecahan masalah matematika Polya siswa dapat memenuhi semua tahapan Polya kecuali tahap *looking back* yang memiliki persentase paling rendah yakni 4,17%. Sedangkan keterampilan metakognisi siswa memiliki kendala pada tahap merencanakan dan mengevaluasi. Ditinjau dari gender, kemampuan pemecahan masalah matematika siswa didominasi oleh siswa androgini dan feminin. Siswa dengan kategori tinggi ini hampir memenuhi semua tahapan Polya. Sedangkan siswa dengan kategori sedang rendah hanya memenuhi beberapa tahapan Polya. Kemudian, pada keterampilan metakognisi siswa perempuan bergender feminin memiliki persentase paling tinggi yakni 80,95%. Sedangkan siswa dengan gender lainnya memiliki persentase diantara 59,09% sampai 69,05%. Selanjutnya, hubungan antara kemampuan pemecahan masalah matematika dan keterampilan metakognisi siswa terkategori sedang (cukup). Dampak penelitian ini menunjukkan faktor gender dan kategori kemampuan siswa memiliki pengaruh dalam kemampuan pemecahan masalah matematika dan keterampilan metakognisi siswa pada topik geometri.

Kata kunci : Kemampuan Pemecahan Masalah Matematika, Keterampilan Metakognisi, Topik Geometri, Gender.

ABSTRACT

Putri Wulansari. (2010200). Analysis of Mathematics Problem Solving Ability and Metacognition Skills of Students on Geometry Topics in terms of Gender.

Mathematics problem solving ability and metacognition skills are very important to be improved by students. Based on the preliminary study that has been done that there is an inconsistency in the mathematics problem solving ability and students' metacognition skills between male students and female students. So that researchers are interested in investigating and exploring further the mathematics problem solving abilities and metacognitive skills of students in terms of gender. The purpose of this study was to obtain an overview of students' mathematics problem solving abilities and metacognitive skills on the topic of geometry in terms of gender. This research method is an exploratory case study, with research subjects as many as 46 students at one public junior high school in Bandung regency and one public junior high school in Bandung city. Analysis of the data in this study using data analysis Miles and Huberman includes data reduction, data presentation, and drawing conclusions. The results of this study indicate that the majority of students' mathematics problem solving abilities are moderate, but at the Polya mathematics problem solving stage students can fulfill all Polya stages except the looking back stage which has the lowest percentage namely 4.17%. Meanwhile, students' metacognition skills have problems at the planning and evaluating stages. In terms of gender, students' mathematics problem solving abilities are dominated by androgynous and feminine students. Students with this high category almost fulfill all stages of Polya. Meanwhile, students in the medium-low category only fulfilled several stages of Polya. Then, on the metacognitive skills of female students, the feminine gender has the highest percentage, which is 80.95%. Meanwhile, students with other genders have percentages between 59.09% and 69.05%. Furthermore, the relationship between mathematics problem solving abilities and students' metacognitive skills was categorized as moderate (enough). The impact of this study shows that gender factors and categories of students' abilities have an influence on mathematics problem solving abilities and students' metacognitive skills on the topic of geometry.

Keywords: Mathematics Problem-Solving Ability, Metacognitive Skills, Topic Geometry, Gender.

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