

ANALISIS KEMAMPUAN BERPIKIR KREATIF MATEMATIS DALAM MENYELESAIKAN SOAL BANGUN DATAR PADA SISWA KELAS IV

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Penelitian ini bertujuan untuk mengetahui kemampuan berpikir kreatif matematis siswa dalam menyelesaikan soal bangun datar pada siswa kelas IV MI Al Mujahidin. Penelitian ini merupakan jenis penelitian kualitatif deskriptif. Subjek yang digunakan dalam penelitian adalah 6 subjek yang terdiri dari 5 siswa dan 1 guru. Instrumen yang digunakan yaitu tes, wawancara, dokumentasi dan triangulasi. Teknik analisis data yang digunakan meliputi reduksi data, pengumpulan data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kemampuan berpikir kreatif matematis siswa pada tingkat berpikir sangat kreatif siswa diperoleh 8 siswa TBKM 4 (sangat kreatif) 36%, 6 siswa TBKM 3 (kreatif) 27%, 5 siswa TBKM 2 (cukup kreatif) 23%, 2 siswa TBKM 1 (kurang kreatif) 9%, dan 1 siswa TBKM 0 (tidak kreatif) 5%. Ketercapaian setiap indikator kemampuan berpikir kreatif yaitu indikator kelancaran (*fluency*) 82%, siswa belum mampu untuk menghasilkan banyak ide dan jawaban lengkap. Indikator keluwesan (*flexibility*) 88%, siswa mampu memahami dan menafsirkan terhadap masalah tetapi jawaban belum benar. Indikator keaslian (*originality*) 98%, siswa mampu mengemukakan pemikiran dirinya sendiri sebagai tanggapan tetapi jawaban tidak benar. Kemudian indikator kerincian (*elaboration*) 89%, siswa mampu mengembangkan, menambah atau memerinci secara detil suatu pertanyaan atau gagasan tetapi jawaban tidak benar.

Kata kunci: Analisis, berpikir kreatif matematis

ANALYSIS OF MATHEMATICS CREATIVE THINKING ABILITY IN SOLVING THE QUESTION OF WAKE UP FLAT IN CLASS IV STUDENTS

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This study aims to determine the students' mathematical creative thinking ability in solving flat shape questions in fourth grade students of MI Al Mujahidin. This research is a type of descriptive qualitative research. The subjects used in the study were 6 subjects consisting of 5 students and 1 teacher. The instruments used are tests, interviews, documentation and triangulation. Data analysis techniques used include data reduction, data collection, data presentation, and drawing conclusions. The results showed that students' mathematical creative thinking skills at the very creative thinking level of students were obtained by 8 TBKM 4 students (very creative) 36%, 6 TBKM 3 students (creative) 27%, 5 TBKM 2 students (quite creative) 23%, 2 students TBKM 1 (less creative) 9%, and 1 student TBKM 0 (not creative) 5%. The achievement of each indicator of creative thinking ability is the fluency indicator (fluency) 82%, students have not been able to generate many ideas and complete answers. Flexibility indicator is 88%, students are able to understand and interpret the problem but the answer is not correct. The indicator of originality (originality) is 98%, students are able to express their own thoughts in response but the answer is not correct. Then the detail indicator (elaboration) 89%, students are able to develop, add or detail in detail a question or idea but the answer is not correct.

Keywords: Analysis, mathematical creative thinking