ABSTRAK

Fitriawati, Rega. 2019. *Analisis Kemampuan Pemecahan Masalah Matematika Siswa Ditinjau dari Gaya Belajar Kelas VIII SMP PGRI 1 Buduran*. Skripsi. Program Studi Pendidikan Matematika. Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Adi Buana Surabaya. Pembimbing I: Drs. Susilo Hadi, M.Pd., Pembimbing II: Rani Kurnia Putri, S.Si., M.Si.

Kata Kunci: *Gaya Belajar, Kemampuan Pemecahan Masalah*, *Teori Polya*

Kemampuan pemecahan masalah merupakan tujuan pembelajaran matematika. Kemampuan pemecahan masalah matematika siswa tergolong rendah ini dibuktikan dari hasil survei TIMSS dan PISA(Huda, 2017:v). Salah satu upaya meningkatkan kemampuan pemecahan masalah adalah faktor internal yaitu ditinjau dari gaya belajar. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mendeskripsikan kemampuan pemecahan masalah matematika ditinjau dari gaya belajar visual, auditorial dan kinestetik. Subjek penelitian ini adalah siswa kelas VIII A SMP PGRI 1 Buduran yang dipilih secara purposive sampling pada materi barisan dan deret sejumlah dua siswa dari masing-masing gaya belajar siswa. Data penelitian terdiri dari data angket, tes kemampuan pemecahan masalah, dan wawancara. Pengecekan keabsahan data menggunakan triangulasi teknik/metode.

Hasil penelitian menunjukkan bahwa: (1) subjek visual mampu memahami masalah dengan baik dengan membayangkan soal permasalahan dan merencanakan penyelesaian dengan baik meskipun kurang teliti, tetapi subjek visual masih kesulitan dalam menyelesaikan rencana permasalahan dan memeriksa kembali dengan benar. (2) subjek auditorial mampu memahami masalah dengan membaca berulang dan berirama, merencanakan penyelesaian dengan baik, dan memeriksa kembali dengan benar tetapi kurang teliti dalam menyelesaikan rencana penyelesaian. (3) subjek kinestetik belum mampu memahami masalah, merencanakan penyelesaian masalah, menyelesaikan rencana dan memeriksa kembali hasil dengan benar dan menggunakan isyarat tubuh saat menyelesaikan masalah.

ABSTRACT

Fitriawati, Rega. 2019. *Analysis of students' mathematic to problem solving ablities in interms of learning styles on eight grade of 1st Buduran junior high school*. Thesis. Mathematics Education. Faculty of Teacher Training and Eduaction. University PGRI Adi Buana Surabaya. 1st Supervising: Drs. Susilo Hadi, M.Pd., 2nd Supervising: Rani Kurnia Putri, S.Si., M.Si.

Keyword: *learning styles, Polya theory, problem solving abilities*

The abilities to problem solving is the purposive of mathematic learning. But the students' abilities to problem solving is indicated in the low level, it can be proofed from TIMSS and PISA survey result's(Huda, 2017:v). Once of the way to increase the problem solving is coming from internal factor which can be observed from the student's learning style. This research is used qualitive research by the purposive to describe abilities of mathematic's problem solving interms of learning style. The learning styles here are visual learning, auditory learning, and kinesthetic learning. The subjects of the researcher are students of 8th grade SMP PGRI 1 Buduran which is choosen by purposive sampling on the lesson sequences and series. The researcher is used two students which have each learning style as a subject. The datas of this research are consist of questionnaire, problem solving ability test, and interview. The research check validity of the data is used triangulation technic.

The results of this study indicate that: First, Visual subjects be able to understand the problems well with imagine the problem's question and they can plan the problem's solving well altough they can't be carefully doing the test, but the visual subject still has dificulties in a terms of making problem's solving planning and to check the validity of it. Second, The auditory subjects be able to understand the problems by repetitive and rhythmic reading, planed the problems well, and review the test well but they can't be carefully doing the problem's planning. Third, Kinesthetic subjects can't be able to understand the problems, can't be able to solve the problem's planning, can't be able to make a paln, and can't be able to check and review the result correctly. The kinesthetic subjects are using the body language when they solve the problems.