

ABSTRAK

Marcela, Garnis Aris. 2019. Analisis Kemampuan Pemecahan Masalah Matematis Siswa Ditinjau Dari Gaya Belajar. Skripsi. Program Studi Pendidikan Matematika. Fakultas Keguruan dan Ilmu Pendidikan. Universitas PGRI Adi Buana Surabaya. Pembimbing Drs. Susilo Hadi, M.Pd.

Kata Kunci: Kemampuan Pemecahan Masalah, Gaya Belajar

Kemampuan pemecahan masalah siswa adalah aspek yang perlu dikembangkan dalam pembelajaran matematika. Namun kemampuan pemecahan masalah siswa masih rendah. Kemampuan pemecahan masalah masih rendah perlu ditinjau lebih lanjut berdasarkan gaya belajar.

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan kemampuan pemecahan masalah matematis siswa berdasarkan gaya belajar siswa yaitu gaya belajar *visual*, *auditori*, *kinestetik*. Jenis penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas VIII J SMP Negeri 2 Taman Sidoarjo. Pengumpulan data dilakukan melalui angket gaya belajar, tes kemampuan pemecahan masalah, wawancara. Seluruh siswa kelas VIII J diidentifikasi tipe gaya belajarnya menggunakan angket gaya belajar dan diambil 2 subjek nilai tertinggi dari tiap gaya belajar. Data mengenai kemampuan pemecahan dianalisis dari hasil tes kemampuan pemecahan masalah lalu dilakukan triangulasi dengan data hasil wawancara. 6 siswa tiap kategori kemampuan pemecahan masalah per gaya belajar dipilih untuk dilakukan wawancara. Selanjutnya analisis data dilakukan dengan langkah-langkah sebagai berikut: reduksi data, penyajian data, penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa siswa dengan gaya belajar *visual* memiliki kemampuan pemecahan masalah matematis yang sedang terhadap memeriksa kembali proses dan hasil serta tinggi

terhadap memahami masalah, merencanakan penyelesaian, melaksanakan rencana. Siswa dengan gaya belajar *auditori* memiliki kemampuan pemecahan masalah matematis yang sedang terhadap memahami masalah serta tinggi terhadap merencanakan penyelesaian, melaksanakan rencana, memeriksa kembali proses dan hasil. Sedangkan siswa dengan gaya belajar *kinestetik* memiliki kemampuan pemecahan masalah matematis yang sedang terhadap memahami masalah, memeriksa kembali proses dan hasil serta tinggi terhadap merencanakan penyelesaian, melaksanakan rencana.

ABSTRACT

Marcela, Garnis Aris. 2019. Analysis of Students' Mathematical Problem Solving Ability Viewed from Learning Style. Essay. Mathematics Education Study Program. Faculty of Teacher Training and Education. University of PGRI Adi Buana Surabaya. Advisor Drs. Susilo Hadi, M.Pd.

Keywords: Problem Solving Ability, Learning Style

Students' problem solving skills are aspects that need to be developed in mathematics learning. But students' problem solving abilities are still low. The ability to solve problems is still low and needs to be reviewed further based on learning styles.

This study aims to identify and describe students' mathematical problem solving abilities based on student learning styles, namely visual, auditory, kinesthetic learning styles. This type of research is qualitative descriptive. The subjects of this study were class VIII J SMP Negeri 2 Taman Sidoarjo. Document collection was carried out through learning style questionnaires, problem solving ability tests, interviews. All class VIII J students identified the type of learning style using a learning style questionnaire and taken 2 subjects with the highest scores from each learning style. Document on solving abilities were analyzed from the results of the problem solving ability test and then triangulated with interview data. 6 students in each category of problem solving abilities per learning style were selected for interviews. Furthermore, data analysis is carried out with the following steps: data reduction, data presentation, conclusion drawing.

The results showed that students with visual learning styles had mathematical problem-solving abilities that were being reviewed by processes and results and were high in understanding problems, planning solutions, implementing plans. Students with auditory

learning styles have the ability to solve mathematical problems that are moderate to understanding problems and are high in planning solutions, implementing plans, re-examining processes and results. Whereas students with kinesthetic learning styles have mathematical problem solving skills that are moderate to understanding problems, re-examining processes and results and high on planning solutions, implementing plans.