

ABSTRAK

Jovitha Indah Gishtarani. 2019. Analisis Kemampuan Berpikir Kreatif Mahasiswa Semester VI Program Studi Pendidikan Matematika Universitas Sanata Dharma Tahun Akademik 2018/2019 dalam Menyelesaikan dan Merancang Soal *Open-ended* pada Pokok Bahasan Segiempat. Program Studi Pendidikan Matematika. Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma.

Calon guru harus memiliki kemampuan berpikir kreatif yang baik. Kemampuan berpikir kreatif tersebut dapat membantu calon guru dalam proses pembelajaran, salah satunya dalam merancang masalah tidak rutin sebagai evaluasi hasil belajar. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan kemampuan berpikir kreatif mahasiswa semester VI Program Studi Pendidikan Matematika Universitas Sanata Dharma tahun akademik 2018/2019 dalam menyelesaikan dan merancang soal *open-ended* pokok bahasan segiempat.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Subyek dalam penelitian ini adalah 6 mahasiswa mata kuliah pengajaran mikro kelas D Program Studi Pendidikan Matematika Universitas Sanata Dharma tahun akademik 2018/2019. Adapun jenis data dalam penelitian ini adalah data kualitatif berupa data hasil pekerjaan mahasiswa dalam menyelesaikan soal *open-ended* segiempat, data hasil pembelajaran *handout* materi *open-ended*, data hasil merancang soal *open-ended* segiempat dan data hasil wawancara. Metode pengumpulan data yang digunakan dalam penelitian ini adalah tes menyelesaikan soal *open-ended* segiempat, merancang soal *open-ended* segiempat, pembelajaran *handout open-ended* dan wawancara. Data akan dianalisis secara kualitatif dengan modifikasi tahapan reduksi data, penyajian data, dan penarikan kesimpulan dengan penskoran kriteria berpikir kreatif.

Hasil penelitian menunjukkan bahwa: (1) Hasil menyelesaikan soal *open-ended* segiempat menunjukkan kemampuan berpikir kreatif mahasiswa dikategorikan ke dalam empat kategori kemampuan berpikir kreatif yaitu sangat kurang kreatif (1 mahasiswa), kurang kreatif (3 mahasiswa), cukup kreatif (2 mahasiswa) dan kreatif (1 mahasiswa). (2) Hasil merancang soal *open-ended* segiempat menunjukkan kemampuan berpikir kreatif mahasiswa dikategorikan ke dalam tiga kategori kemampuan berpikir kreatif yaitu sangat kurang kreatif (2 mahasiswa), kurang kreatif (1 mahasiswa) dan sangat kreatif (3 mahasiswa).

Kata kunci: Kemampuan Berpikir Kreatif, Menyelesaikan Soal *Open-ended*, Merancang Soal *Open-ended*, Segiempat.

ABSTRACT

Jovitha Indah Gisbtarani. 2019. *The Analysis of the Creative Thinking Ability of the VI Semester Students of Mathematics Education Study Program at Sanata Dharma University 2018/2019 on Solving and Posing the Open-Ended Problems in Quadrilateral Subject. Mathematics Education Study Program. Department of Mathematics Education and Natural Science. Faculty of Teacher Training and Education. Sanata Dharma University*

Prospective teacher must have good creative thinking ability. The creative thinking ability can help prospective teacher in the learning process, one of them is designing non-routine problems as an evaluation of learning outcomes. Therefore, this research aims to describe the ability to think creatively of the VI semester students of Mathematics Education study program at Sanata Dharma University 2018/2019 on solving and posing the open-ended problems in quadrilateral subject.

This research was a descriptive research with qualitative approach. The subjects of this research are six students in micro teaching subject class D of Mathematics Education study program at Sanata Dharma University 2018/2019. Moreover, the data in this research were the data results of students' works in solving the open-ended quadrilateral problems, the data results of learning the open-ended material hand-out, the data results of posing open-ended quadrilateral questions and the data result of the interview. The data collection methods applied in this research were the test to solve the open-ended quadrilateral problems, posing open-ended quadrilateral problems, learning the open-ended hand-out, and interview. The data were analysed qualitatively by modify the stages of data reduction, data display, and conclusion drawing with used scoring criteria for creative thinking.

The result of the analysis shows that: (1) The result of completing the open-ended quadrilateral problems shows that the students' ability to think creatively were categorized into four, which were very less creative (1 student), less creative (3 students), creative enough (2 students), and creative (1 student). (2) The result of designing the open-ended quadrilateral problems shows that the students' ability to think creatively were categorized into three, which were very less creative (2 students), less creative (1 student) and very creative (3 students).

Keywords: *Creative Thinking Ability, Solving the Open-ended Problems, Posing the Open-ended Problems, Quadrilateral.*