

ABSTRAK

Kartini, Devi Aprilia. 2018. *Analisis Metakognisi Siswa Pada Pembelajaran RME dalam Menyelesaikan Masalah Kontekstual Menggunakan Tahapan Wallas*. Skripsi, Program Studi Pendidikan Matematika, Fakultas Keguruan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Novy Eurika, M.Pd, (2) Hana Eka Puspita Firdausyah, M.Pd.

Kata Kunci: Metakognisi, RME, masalah kontekstual, tahapan Wallas

Latar belakang penelitian adalah siswa di SMPN 1 Banyuglugur Kabupaten Situbondo dituntut harus mahir dan terampil dalam memecahkan masalah karena tuntutan kkm yang tinggi. Karena tuntutan itulah siswa harus memiliki kemampuan metakognisi yang bagus dalam menyelesaikan masalah khususnya masalah kontekstual. Kemampuan metakognisi siswa dalam proses pembelajaran cukup baik yaitu sebesar 80%, Sedangkan dalam proses pemecahan masalah yaitu 60%. Pada proses pemecahan masalah terdapat beberapa faktor penghambat metakognisi diantaranya: siswa kesulitan dalam mengubah soal cerita kedalam bentuk model matematika, siswa kurang memahami informasi apa saja yang terdapat dalam soal cerita, siswa mengalami kesulitan dalam menentukan strategi, dan kurangnya semangat belajar pada siswa juga menjadi faktor penghambat metakognisi.

Masalah dalam penelitian ini adalah (1) bagaimana proses kemampuan metakognisi siswa yang berkemampuan matematika tinggi, sedang dan rendah dalam menyelesaikan masalah kontekstual luas permukaan kubus dan balok? Tujuan penelitian yang dirangkum peneliti adalah untuk mengetahui kemampuan metakognisi siswa berkemampuan matematika tinggi, sedang, dan rendah dalam menyelesaikan masalah kontekstual menggunakan tahapan Wallas.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Pelaksanaan penelitian yaitu pada tanggal 15 mei 2018 hingga 17 mei 2018 di kelas VIII A SMP Negeri 1 Banyuglugur. Peneliti menggunakan tiga metode pengumpulan data diantaranya, yaitu tes, catatan lapangan, dan wawancara. Instrumen yang digunakan adalah soal tes, lembar catatan lapangan, lembar pedoman wawancara.

Berdasarkan hasil analisis yang diperoleh kemampuan metakognisi siswa berkemampuan matematika tinggi dapat melewati semua indikator metakognisi dan tahapan Wallas dengan baik. Siswa berkemampuan matematika sedang masih kurang dalam melewati tahap-tahap indikator metakognisi dan tahapan Wallas. Masih terdapat beberapa indikator metakognisi yang tidak terpenuhi. Namun masih lebih baik dibandingkan siswa berkemampuan matematika rendah karena pada soal nomor 1 semua indikator dapat terpenuhi dengan baik. Siswa berkemampuan matematika rendah tidak dapat melewati tahapan metakognisi yang ada. Hanya indikator membaca dan memahami untuk soal nomor 1.

ABSTRACT

Kartini, Devi Aprilia. 2018. *The Analysis of Students' Metacognition on RME Learning to Solve the Contextual Problems by Using Wallas Steps*. Mathematics Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Jember. Advisors: (1) Novy Eurika, M.Pd, (2) Hana Eka Puspita Firdausyah, M.Pd.

Key Words: metacognition, RME, contextual problems, Wallas Steps

The background of the research was the students of SMPN 1 Banyuglugur who were ordered to master the material and skilled in solving the problems because of the high standard score. Because of that, the students had to have a good metacognition ability in solving the problem especially in the contextual problem. A good students' metacognition ability in learning process used was 80% and the process of problem solving was 60%. In the problem solving process, there were some factors which inhibit the students' metacognition such as the students were difficult in changing the question story in the mathematic form, the students were lack to understand the information which provided in the question story, the students faced the difficulty in determining the strategy and the motivation study also became the inhibited metacognition factor.

The problem of this research was how is the process of the students' metacognition ability who have a high, medium, and low mathematics ability in solving the contextual problems by using Wallas steps? The objective of this research was to know of the students' metacognition ability who have a high, medium, and low mathematics ability in solving the contextual problems by using Wallas steps

The type of the research used was qualitative research. The implementation of the research was from May 15th to 17th, 2018 in the Class VIII A of SMP Negeri 1 Banyuglugur. The researcher used three data collecting methods namely test, field note, and interview. The instruments used were the test question, field note sheets, and interview guideline sheets.

Based on the analysis result, it was got the students' metacognition ability who had a high mathematic skill could pass all of the metacognition indicators and the Wallas steps well. The students who had a medium mathematic skill were still lack in passing the metacognition step indicators and Wallas steps. There were several metacognition indicators which had not been fulfilled. But it was better than the students who had a lower mathematic skill because in the question number 1, all of the indicators could be fulfilled well. The students who had a lower mathematic skill could not pass the metacognition indicator provided. They only fulfilled the reading and understanding the question number 1 indicators