

## ABSTRAK

Lutviana, Evi. 2018. Analisis Proses Berpikir Kritis dan *Self-confidence* dalam Pemecahan Masalah Matematika Ditinjau dari Gaya Kognitif (Reflektif dan *Fast-accurate*). Skripsi, Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Novy Eurika S. Si, M.Pd, (2) Chusnul Khotimah G, M.Pd.

**Kata kunci:** Berpikir Kritis, *Self-confidence*, Pemecahan Masalah, Gaya Kognitif (reflektif dan *fast-accurate*).

Dari hasil wawancara peneliti dengan bidang studi matematika didapatkan informasi bahwa di dalam proses pembelajaran sering kali ditemui siswa kurang meningkatkan berpikir kritis dalam menyelesaikan masalah. Pada umumnya siswa dapat mengerjakan soal dengan benar dan baik, tetapi belum menerapkan sikap kritisnya saat dihadakan pada soal yang berkaitan dengan kehidupan sehari-hari. Hal ini didasarkan karena siswa masih dalam proses peralihan dari masa SD ke masa SMP. Berdasarkan teori perkembangan Piaget anak SMP belum sepenuhnya berpikir abstrak dalam pembelajarannya, kehadiran benda-benda kongkrit masih diperlukan. Namun pada masa SMP ini anak sudah mulai dapat menerapkan pola pikir yang dapat mengiringinya untuk memahami dan memecahkan masalah. Berdasarkan fakta tersebut peneliti bermaksud melakukan penelitian “Analisis Proses Berpikir Kritis dan *Self-confidence* dalam Memecahkan Masalah Matematika Ditinjau dari Gaya Kognitif (Reflektif dan *Fast-accurate*)”.

Jenis penelitian ini adalah deskriptif kualitatif. Pelaksanaan penelitian dilakukan pada tanggal 7 Mei 2018 untuk pengambilan sampel. Kemudian untuk tes selanjutnya dilakukan dua kali tes berpikir kritis dengan jangka waktu satu minggu dari tes pertama. Tes pertama berpikir kritis dilakukan pada tanggal 9 Juni 2018 dan tes kedua dilakukan pada tanggal 16 Juni 2018 jam 7.30. Peneliti menggunakan teknik pengumpulan data, yaitu: obsevasi, metode tes, wawancara dan dokumentasi. Intrumen tes dalam penelitian ini, yaitu intrumen pendukung I (MFFT dan Tes Berpikir Kritis), instumen pendukung II (Pedoman Wawancara), instrumen pendukung III (Pedoman Pengamatan *Self-confidence*), instrumen pendukung IV (Alat Perekam). Teknik pengecekan keabsahan data dalam penelitian ini, yaitu menggunakan triangulasi waktu dan diskusi teman sejawat.

Pada pengambilan sampel ini peneliti menggunakan instrumen tes gaya kognitif yang telah dirancang dan dikembangkan oleh Warli (2010) yang telah teruji validitas dan reabilitasnya yaitu MFFT (*Matching Familiar Figure Test*). Tetapi peneliti hanya mengambil dua kelompok gaya kognitif saja yaitu gaya kognitif reflektif dan *fast-accurate* dari dua subjek ini dilakukan tes berpikir kritis (TBK 1) dan tes kedua berpikir kritis (TBK 2).

Berdasarkan hasil penelitian diketahui bahwa kedua subjek ini sudah memenuhi semua indikator berpikir kritis dan *self-confidence* dalam menyelesaikan masalah matematika ditinjau dari gaya kognitif reflektif dan *fast-accurate*.

## ABSTRACT

Lutviana, Evi. 2018. The Analysis of Critical Thinking Process and Self-confidence in Solving the Mathematics Problems Observed from Cognitive Style (Reflective and Fast-accurate)". Faculty of Teacher Training and Education. University Muhammadiyah Jember. Preceptor: (1) Novy Eurika S. Si, M.Pd, (2) Chusnul Khotimah G, M.Pd.

**Keywords:** critical thinking, self-confidence, mathematics problems, cognitive style (reflective and fast-accurate).

From the interview result in mathematics subject, it was got the information that in the learning process was often found some students who were less in improving their critical thinking in solving the problems. The students generally did the question correctly, but they had not implemented their critical thinking while the students faced some questions which related to the daily life. It was caused by the students who were still in the self-transition process from the elementary to the junior high school. Based on the developing theory of Piaget, not all a junior high school student thought abstractly in the learning process, the existence of the concrete things was still needed. However in this junior high school period, the students began to implement a mindset which could keep them on how they could understand and solve the problems. Based on the fact, the researcher did the research entitled "the analysis of critical thinking process and self confidence in solving the mathematics problems observed from cognitive style (reflective and fast accurate)"

The type of the research was a qualitative descriptive research. The implementation of this research was on May 7<sup>th</sup>, 2018 to take the sample. Then, for the next test was using twice test about a critical thinking with a week of a time period from the first test. The first critical thinking test was done on June 9<sup>th</sup>, 2018 and the second was on June 16<sup>th</sup>, 2018 at 7.30 a.m. The research used some data collecting tests namely observations, test, interview and documentation. The instruments tests used consisted of the supporting instruments I (MFFT and critical thinking test), the supporting instruments II (interview guideline), the supporting instruments III (self-confidence observation guideline), the supporting instruments IV (Recording tool). To check the validity of this research used time triangulation and peer discussion.

In taking the research sample, it used a cognitive style instruments which had been design and developed by Warli (2010) and it had been test by using validity and reliability of the test namely MFFT (*Matching Familiar Figure Test*). But, this research only took two cognitive groups namely reflective and fast accurate cognitive. From the two subjects was done a critical thinking test (TBK 1) and second critical thinking test (TBK 2).

Based on the research result, it can be concluded that the two subjects had fulfilled all of the indicators of critical thinking and self confidence in solving the mathematic problems observed by the reflective and fast accurate cognitive.