

ABSTRAK

Epifani Putri Mariana, 2023. Analisis Keterampilan Berpikir Kritis dan Kreatif Materi Persamaan Garis Lurus Berbasis Proyek dengan Pendekatan STEAM-CT di Kalangan Siswa Kelas VIII SMP Kanisius Gayam Tahun Ajaran 2022/2023. Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk, (1) mengetahui hasil analisis keterampilan berpikir kritis peserta didik dalam materi persamaan garis lurus dengan menggunakan pendekatan STEAM-CT, dan (2) mengetahui hasil analisis keterampilan berpikir kreatif peserta didik dalam materi persamaan garis lurus dengan menggunakan pendekatan STEAM-CT.

Metode penelitian yang dilakukan dalam penelitian ini adalah metode deskriptif kualitatif. Subjek penelitian ini adalah seluruh siswa SMP Kanisius Gayam kelas VIII C yang berjumlah 26 siswa. Proses pengumpulan data dilakukan menggunakan proses pembelajaran dengan pendekatan STEAM-CT berbasis proyek. Pengumpulan data dilakukan dengan menggunakan lembar observasi untuk menilai produk dan penugasan LKPD. Teknik analisis data yang digunakan berupa reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil analisis deskriptif terkait keterampilan berpikir kritis dan kreatif yaitu melalui penugasan LKPD dan observasi produk. Hasil analisis keterampilan berpikir kritis berdasarkan penugasan LKPD dan observasi produk menunjukkan indikator yang memperoleh nilai terbesar adalah keterampilan membuat rencana penyelesaian mendapat nilai 86, diikuti oleh keterampilan mengumpulkan fakta mendapat nilai 75,5, keterampilan memberikan penjelasan lebih lanjut mendapat nilai 70,39, keterampilan merumuskan masalah mendapat nilai 72, dan yang paling rendah yaitu keterampilan menentukan strategi dengan nilai 66. Namun secara keseluruhan keterampilan berpikir kritis peserta didik melalui LKPD dan produk mendapat nilai rata-rata 73,97 dengan kategori sedang. Hasil analisis keterampilan berpikir kreatif berdasarkan LKPD dan observasi produk menunjukkan indikator yang memperoleh nilai terbesar adalah keluwesan dengan nilai 86, diikuti oleh keaslian dengan nilai 78,3, keterincian dengan nilai 70,38, dan kelancaran dengan nilai 57. Secara keseluruhan keterampilan berpikir kreatif peserta didik melalui LKPD dan observasi produk mendapat nilai rata-rata 73,05 berkategori sedang. Dengan demikian, dapat disimpulkan secara umum keterampilan berpikir kritis dan kreatif peserta didik pada materi persamaan garis berkategori sedang.

Kata kunci: keterampilan berpikir kritis, keterampilan berpikir kreatif, pendekatan STEAM-CT, persamaan garis lurus

ABSTRACT

Epifani Putri Mariana, 2023. Analysis of Critical and Creative Thinking Skills on Project-Based Straight Line Equations Using the STEAM-CT Approach Among Grade VIII Students of Kanisius Gayam Middle School, Academic Year 2022/2023. Thesis. Mathematics Education Study Program, Department of Mathematics and Natural Sciences Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

This study aims to, (1) find out the results of students' critical thinking skills in straight line equations using the STEAM-CT approach, and (2) find out the results of students' creative thinking skills analysis in straight line equations using the STEAM-CT approach .

The research method used in this research is descriptive qualitative method. The subjects of this study were all students of class VIII C Kanisius Gayam Middle School, totaling 26 students. The data collection process was carried out using a learning process with a project-based STEAM-CT approach. Data collection was carried out using observation sheets to assess LKPD products and assignments. Data analysis techniques used in the form of data reduction, data presentation, and drawing conclusions.

The results of the descriptive analysis related to critical and creative thinking skills, namely through the assignment of LKPD and product observation. The results of the analysis of critical thinking skills based on LKPD assignments and product observations showed that the indicators that received the greatest score were the skills to make a settlement plan scored 86, followed by the skills to gather facts and opinions scored 75.5, the skills to give further explanations scored 70.39, the skills to formulate problem gets a score of 72, and the lowest is the skill of determining a strategy with a value of 66. But overall the students' critical thinking skills through LKPD and products get an average score of 73.97 in the medium category. The results of the analysis of creative thinking skills based on LKPD and product observations showed that the indicators that received the highest score were flexibility with a value of 86, followed by originality with a value of 78.3, detail with a value of 70.38, and fluency with a value of 57. Overall the participants' creative thinking skills students through LKPD and product observation got an average score of 73.05 in the moderate category. Thus, it can be concluded that in general the critical and creative thinking skills of students in the line equation material are in the moderate category.

Keywords: critical thinking skills, creative thinking skills, STEAM-CT approach, straight line equation