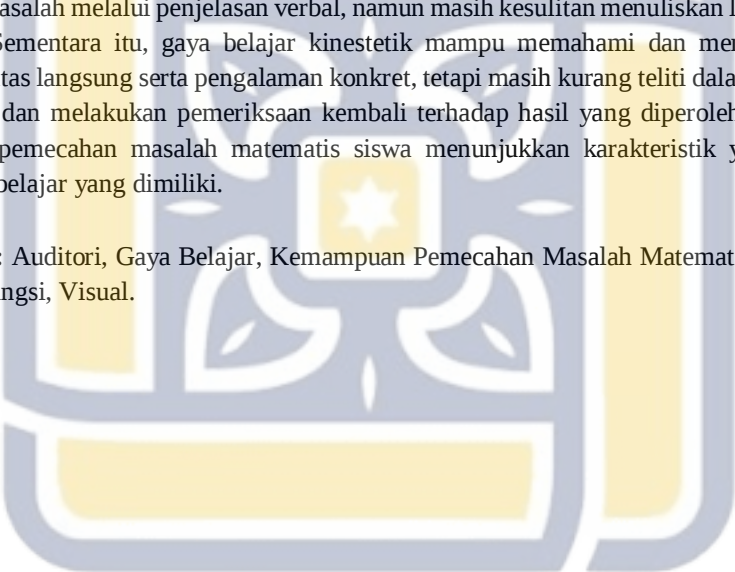


ABSTRAK

Kemampuan pemecahan masalah matematis merupakan kompetensi penting dalam pembelajaran matematika yang perlu dikembangkan secara optimal, namun pada kenyataannya masih banyak siswa yang kesulitan memahami dan menyelesaikan masalah matematika. Salah satu faktor yang diduga memengaruhi kemampuan tersebut adalah gaya belajar siswa. Penelitian ini bertujuan mendeskripsikan kemampuan pemecahan masalah matematis siswa SMP Negeri 2 Lhokseumawe ditinjau dari gaya belajar visual, auditori, dan kinestetik. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek 25 siswa kelas VIII, dan 9 siswa di antaranya dipilih sebagai subjek wawancara. Hasil penelitian menunjukkan dari 25 siswa, terdapat 9 siswa (36%) bergaya belajar visual, 8 siswa (32%) auditori, dan 8 siswa (32%) kinestetik dan terdapat 9 siswa (36%) kategori tinggi, 9 siswa (36%) kategori sedang, dan 7 siswa (28%) kategori rendah. Kemampuan pemecahan masalah ditinjau dari gaya belajar visual cenderung mampu memahami masalah dengan tepat, mengidentifikasi informasi diketahui dan ditanyakan, serta menyusun langkah penyelesaian secara sistematis sesuai tahapan Polya. Gaya belajar auditori menunjukkan kemampuan baik dalam menjelaskan proses penyelesaian secara lisan dan memahami masalah melalui penjelasan verbal, namun masih kesulitan menuliskan langkah penyelesaian secara rinci. Sementara itu, gaya belajar kinestetik mampu memahami dan menyelesaikan masalah melalui aktivitas langsung serta pengalaman konkret, tetapi masih kurang teliti dalam menyusun strategi penyelesaian dan melakukan pemeriksaan kembali terhadap hasil yang diperoleh. Dengan demikian, kemampuan pemecahan masalah matematis siswa menunjukkan karakteristik yang berbeda sesuai dengan gaya belajar yang dimiliki.

Kata Kunci : Auditori, Gaya Belajar, Kemampuan Pemecahan Masalah Matematis, Kinestetik, Polya, Relasi dan Fungsi, Visual.

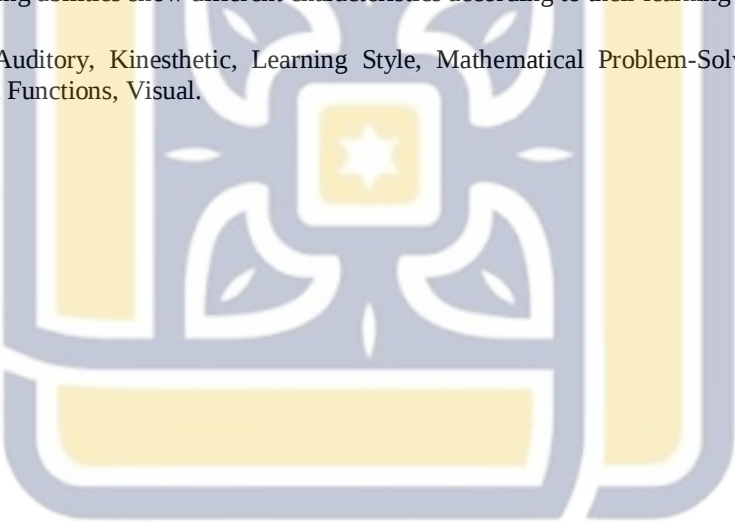


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ABSTRACT

Mathematical problem-solving ability is an important competency in mathematics learning that needs to be developed optimally, but in reality, many students still have difficulty understanding and solving mathematical problems. One factor that is thought to influence this ability is the student's learning style. This study aims to describe the mathematical problem-solving ability of students of SMP Negeri 2 Lhokseumawe in terms of visual, auditory, and kinesthetic learning styles. The study used a descriptive qualitative approach with 25 eighth-grade students as subjects, and 9 of them were selected as interview subjects. The results showed that out of 25 students, there were 9 students (36%) with visual learning styles, 8 students (32%) with auditory, and 8 students (32%) with kinesthetic learning styles and there were 9 students (36%) in the high category, 9 students (36%) in the medium category, and 7 students (28%) in the low category. Problem-solving ability viewed from the visual learning style tends to be able to understand problems correctly, identify known and asked information, and organize systematic solution steps according to Polya's stages. Auditory learning styles show good abilities in explaining the solution process orally and understanding problems through verbal explanations, but still have difficulty writing down the solution steps in detail. Meanwhile, kinesthetic learning styles are able to understand and solve problems through direct activities and concrete experiences, but are still less careful in developing solution strategies and re-checking the results obtained. Thus, students' mathematical problem-solving abilities show different characteristics according to their learning styles.

Keywords: Auditory, Kinesthetic, Learning Style, Mathematical Problem-Solving Ability, Polya, Relations and Functions, Visual.



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