ABSTRAK

Juniva Syahira. 2026. Analisis *Noticing* Siswa Berkemampuan Kognitif Tinggi dalam *Small Group Discussion* Masalah Kontekstual Bangun Datar. Skripsi. Program Studi Pendidikan Matematika, FKIP, Universitas PGRI Madiun. Dosen Pembimbing (I) Dr. Restu Lusiana, S.Pd., M.Pd., (II) Dr. Edy Suprapto, S.Si., M.Pd.

Kemampuan menyelesaikan masalah kontekstual matematika tidak hanya dipengaruhi oleh penguasaan konsep, tetapi juga oleh proses kognitif siswa dalam memperhatikan informasi penting, menginterpretasikan hubungan antar konsep, dan menentukan strategi penyelesaian yang berkaitan dengan *noticing* siswa. Penelitian ini bertujuan untuk mendeskripsikan *noticing* siswa berkemampuan kognitif tinggi dalam *small group discussion* pada masalah kontekstual bangun datar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek dalam penelitian ini adalah 4 siswa berkemampuan kognitif tinggi. Data penelitian diperoleh melalui observasi, *think-aloud*, wawancara, dan dokumentasi selama kegiatan *small group discussion*. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Validasi data diuji melalui triangulasi waktu dan teknik. Hasil penelitian menunjukkan bahwa *noticing* siswa berkemampuan kognitif tinggi muncul melalui proses *attending*, *interpreting*, dan *responding*. *Attending* yaitu kemampuan siswa dalam memusatkan perhatian pada informasi, representasi, konsep, dan prosedur matematika yang relevan. *Interpreting* yaitu kemampuan siswa dalam memberikan makna terhadap informasi dengan menghubungkannya pada konsep matematika serta menilai ketepatan strategi penyelesaian. *Responding* yaitu kemampuan siswa dalam memberikan tanggapan melalui koreksi, evaluasi, justifikasi, dan pengembangan strategi. Temuan penelitian menunjukkan bahwa *small group discussion* dapat menstimulus munculnya *noticing* siswa melalui interaksi, pertukaran ide, dan evaluasi strategi penyelesaian masalah.

Kata Kunci: *noticing*, kemampuan kognitif tinggi, *small group discussion*, masalah kontekstual bangun datar.

ABSTRACT

Juniva Syahira. 2026. *An Analysis of High Cognitive Ability Students' Noticing in Small Group Discussions on Contextual Plane Geometry Problems*. Undergraduate Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Restu Lusiana, S.Pd., M.Pd., (II) Dr. Edy Suprapto, S.Si., M.Pd.

The ability to solve contextual mathematics problems is influenced not only by conceptual understanding but also by students' cognitive processes in attending to important information, interpreting relationships among mathematical concepts, and determining appropriate problem-solving strategies, all of which are associated with student noticing. This study aimed to describe the noticing of high cognitive ability students during small group discussions on contextual plane geometry problems. The study employed a qualitative descriptive approach. The participants consisted of four high cognitive ability students. Data were collected through classroom observations, think-aloud protocols, interviews, and documentation conducted during small group discussion activities. Data were analyzed through the stages of data condensation, data display, and conclusion drawing and verification. Data validity was established through time and technique triangulation. The findings revealed that the noticing of high cognitive ability students emerged through the processes of attending, interpreting, and responding. Attending refers to students' ability to focus on relevant mathematical information, representations, concepts, and procedures. Interpreting refers to students' ability to construct meaning from the identified information by relating it to mathematical concepts and evaluating the appropriateness of problem-solving strategies. Responding refers to students' ability to provide responses through correction, evaluation, justification, and strategy development. The findings also indicate that small group discussion stimulates the emergence of student noticing through interaction, idea exchange, and the evaluation of problem-solving strategies.

Keywords: noticing, high cognitive ability, small group discussion, contextual plane geometry problems.