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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan pemecahan masalah siswa SMP pada materi getaran, gelombang, dan cahaya dalam implementasi Kurikulum Merdeka serta faktor-faktor yang mempengaruhinya. Penelitian ini menggunakan metode *mixed methods* dengan desain *Sequential Explanatory* yang dilaksanakan di SMP Negeri 1 Pamekasan dengan subjek penelitian sebanyak 167 siswa kelas VIII dan 6 siswa untuk wawancara yang dipilih berdasarkan kategori kemampuan tinggi, sedang, dan rendah. Teknik pengumpulan data menggunakan tes kemampuan pemecahan masalah berdasarkan tahapan Polya dan wawancara. Hasil penelitian menunjukkan bahwa kemampuan pemecahan masalah siswa berada pada kategori rendah dengan rata-rata nilai 53,45 dan sebanyak 71,86% siswa berada pada kategori rendah. Berdasarkan indikator Polya, kemampuan memahami masalah memperoleh persentase tertinggi sebesar 76,69%, sedangkan merencanakan penyelesaian sebesar 55,01%, melaksanakan rencana sebesar 58,62%, dan memeriksa kembali hasil sebesar 26,21%. Faktor-faktor yang mempengaruhi kemampuan pemecahan masalah siswa meliputi rendahnya pemahaman konsep, kurangnya latihan soal berbasis pemecahan masalah, metode pembelajaran yang masih didominasi ceramah, rendahnya motivasi belajar, serta kurangnya kebiasaan memeriksa kembali jawaban. Dengan demikian, kemampuan pemecahan masalah siswa dalam implementasi Kurikulum Merdeka belum berkembang secara optimal.

Kata kunci: Kemampuan pemecahan masalah, Kurikulum Merdeka, getaran, gelombang, cahaya.

Dea Nisa Listiawati. 2026. *Analysis of Junior High School Students' Problem-Solving Ability on the Material of Vibrations, Waves, and Light in the Implementation of the Independent Curriculum*. Thesis, Science Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University, Madura. Advisor: Fatimatul Munawaroh.

ABSTRACT

This study aims to determine the level of problem-solving ability of junior high school students on the topic of vibrations, waves, and light in the implementation of the Independent Curriculum and the factors that influence it. This study used a mixed methods method with a Sequential Explanatory design conducted at SMP Negeri 1 Pamekasan with research subjects of 167 eighth-grade students and 6 students for interviews selected based on high, medium, and low ability categories. Data collection techniques used a problem-solving ability test based on the Polya stages and interviews. The results showed that students' problem-solving ability was in the low category with an average score of 53.45 and as many as 71.86% of students were in the low category. Based on the Polya indicator, the ability to understand problems obtained the highest percentage of 76.69%, while planning solutions was 55.01%, implementing plans was 58.62%, and reviewing results was 26.21%. Factors that influence students' problem-solving ability include low conceptual understanding, lack of problem-solving-based practice questions, learning methods that are still dominated by lectures, low learning motivation, and a lack of habit of reviewing answers. Thus, students' problem-solving abilities in the implementation of the Independent Curriculum have not developed optimally.

Keywords: *Problem solving skills, Independent Curriculum, vibrations, waves, light.*