

**PENINGKATAN KEMAMPUAN BERPIKIR KRITIS,  
BERPIKIR KREATIF MATEMATIS, DAN *SELF-CONCEPT* SISWA SMP MELALUI  
METODE *RECIPROCAL TEACHING***

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**ABSTRAK**

Penelitian ini merupakan penelitian kuasi eksperimen yang bertujuan untuk menelaah perbedaan peningkatan kemampuan berpikir kritis dan kreatif antara siswa yang memperoleh pembelajaran model *reciprocal teaching* dengan siswa yang memperoleh pembelajaran *ekspositori*. Selain itu diungkap pula *self-concept* siswa terhadap pembelajaran matematika melalui pembelajaran *reciprocal teaching*. Desain penelitiannya menggunakan kelompok kontrol pretes-postes dengan populasi seluruh siswa SMPN 1 Saketi dan sampel siswa kelas VIII yang dipilih secara purposive sampling satu kelas sebagai kelas eksperimen dan satu kelas yang lain sebagai kelas kontrol. Kelas eksperimen memperoleh pembelajaran *reciprocal teaching* sedangkan kelas kontrol memperoleh pembelajaran *ekspositori*. Pengumpulan data\_hasil penelitian menggunakan instrument soal-soal tes kemampuan berpikir kritis dan kreatif matematis yang dianalisis secara kuantitatif. Data skala sikap, observasi aktivitas siswa, dan angket guru dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa dengan metode *reciprocal teaching* dapat meningkatkan kemampuan berpikir kritis dan kreatif matematis siswa yang lebih baik dari pembelajaran *ekspositori*. Analisis data angket skala sikap siswa. Observasi aktivitas siswa memperlihatkan bahwa sikap siswa positif terhadap pembelajaran matematika, baik terhadap pembelajaran matematika, pembelajaran *reciprocal teaching*, maupun terhadap soal-soal berfikir kritis dan kreatif matematis siswa.

**Kata Kunci:** metode pembelajaran *reciprocal teaching*, kemampaun berpikir kritis matematis, kemampuan berpikir kreatif matematis dan *self-concept*.

# The Improvement of Students' Critical and Creative Mathematical Thinking Skills, and Self-Concept Through Reciprocal Teaching Methods

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## ABSTRACT

This quasi experimental study aims to investigate differences in the improvement of critical and creative mathematical thinking skills, and self-concept among students taught using reciprocal teaching methods compared to those taught expository learning. Additionally, this research also reveals students' attitudes toward learning mathematics through reciprocal teaching methods. With the entire student population in SMPN 1 Saketi, this study employs pretest-posttest control group experimental research design using the sample of eight grade student. Incorporating the purposive sampling techniques, two classes were selected; one as the experimental class and the other as the control class. In this study, the experimental class participated in reciprocal teaching methods, while the control class were taught using the expository learning. Data were collected using the instruments in the form of the test items for measuring critical and creative mathematical thinking skills, a questionnaire for student's attitude, observations on student activities a teacher-questionnaire. Quantitative analyses were carried out for the best results and qualitative analyses were applied for the questionnaires, observations. The result show that using reciprocal teaching methods can improve students' ability to think critical and creatively in mathematics better than using expository learning. The analyses the student attitude-scale questionnaire, observation on student activities, teacher-questionnaire, and teacher-interview indicate that in general the students reflect positive attitudes toward learning mathematics. In Particular, they showed positive attitudes toward the reciprocal teaching methods as well as towards the mathematical test-items for students' critical and creative thinking.

Keyword: reciprocal teaching methods, mathematical critical thinking skill, mathematical creative thinking abilities, and self-concept.