ABSTRAK

Shani Rahmawati (2015). "Meningkatkan Kemampuan Berpikir Kritis dan Kreatif serta Disposisi Matematis Siswa melalui Pembelajaran *Problem Based Learning*"

Penelitian ini bertujuan untuk menelaah dan mendeskripsikan peningkatan kemampuan berpikir kreatif dan kritis matematis, serta menelaah disposisi matematis siswa yang mendapatkan pembelajaran *Problem Based Learning* dengan siswa yang mendapatkan pembelajaran ekspositori. Desain penelitian yang dilakukan pada penelitian ini adalah *non equivalent group pretest-posttest design*. Pada penelitian ini terdapat kelompok eksperimen dan kelompok kontrol, kelompok eksperimen memperoleh pembelajaran dengan model *Problem Based Learning* dan kelompok kontrol memperoleh pembelajaran dengan ekspositori. Populasi penelitian ini adalah seluruh siswa kelas VIII di SMP Negeri 7 Bandung dengan sampel penelitian siswa kelas VIII sebanyak dua kelas yang dipilih secara *purposive sampling*. Instrumen yang digunakan untuk mendapatkan data hasil penelitian berupa tes kemampuan berpikir kreatif dan kritis matematis siswa, skala disposisi matematis siswa serta wawancara. Pengolahan data peningkatan kemampuan berpikir kritis dan kreatif siswa dilakukan dengan menggunakan uji-t. Pengolahan data disposisi matematis siswa dilakukan dengan menggunakan uji *Mann-Whitney*. Hasil penelitian menunjukkan bahwa (1) Peningkatan kemampuan berpikir kritis siswa dengan menggunakan *problem based learning* lebih baik daripada menggunakan pembelajaran ekspositori; (2) Peningkatan kemampuan berpikir kreatif siswa dengan menggunakan *problem based learning* lebih baik daripada menggunakan pembelajaran ekspositori; (3) Tidak terdapat perbedaaan disposisi matematis antara siswa yang belajar melalui *problem based learning* dengan siswa yang mendapatkan pembelajaran ekspositori.

Kata kunci: *Problem Based Learning*, Kemampuan Berpikir Kritis Matematis, Kemampuan Berpikir Kreatif Matematis, dan Disposisi Matematis

ABSTRACT

Shani Rahmawati (2015). "Enhancing Mathematical Critical, Creative Thinking Abilities and Disposition of Students Through Problem-Based Learning"

This research aimed to examine and describe the enhancement of critical and creative thinking ability, and also analyze mathematical dispositions of students who learn through PBL with students who learn through expository. Design research conducted in this study was a non equivalent group pretest-posttest design. In this study there were experimental group and the control group, the experimental group learn through Problem Based Learning while control group learn through expository method. The research population was all eighth grade students in SMP Negeri 7 Bandung with sample as many as two classes were selected by purposive sampling. The instrument that was used to get the research data are tests of mathematical critical and creative thinking ability, mathematical disposition questionnaire and interview. Data processing of enhancement mathematical critical and creative thinking ability was using t-test. Data processing of student's mathematical disposition was using Mann-Whitney test. The result of this research shows that (1) Enhancement mathematical critical thinking ability of students who learn through problem based learning were better than students who learn through expository method; (2) Enhancement mathematical creative thinking ability of students who learn through problem based learning were better than students who learn through expository method; (3)There was no difference mathematical disposition between students who learn through problem based learning and students who learn through expository method.

Keywords: *Problem Based Learning*, Mathematical Critical Thinking Ability, Mathematical Creative Thinking Ability, and Mathematical Disposition