ABSTRAK

Imun Munawaroh (2015): Penerapan *Accelerated Learning* untuk Meningkatkan Kemampuan Berpikir Kritis dan *Self-Concept* Matematis Siswa Kelas VII SMP.

Tujuan penelitian ini adalah untuk mengkaji apakah peningkatan kemampuan berpikir kritis matematis dan *self-concept* matematis siswa yang mendapat pembelajaran *accelerated learning* lebih baik daripada siswa yang mendapat pembelajaran langsung ditinjau dari keseluruhan siswa dan KAM siswa. Penelitian ini merupakan penelitian kuasi eksperimen, dengan desain kelas eksperimen dan kelas kontrol pretes postes. Populasinya adalah seluruh siswa kelas VII SMPN 1 Sindangkasih di Kabupaten Ciamis, sedangkan sampel diambil siswa kelas VII A dan VII C SMPN 1 Sindangkasih, Kabupaten Ciamis. Kelas VII A sebagai kelas eksperimen dan kelas VII C sebagai kelas kontrol. Kelas eksperimen diberi perlakuan pembelajaran *accelerated learning*, dan kelas kontrol diberi perlakuan pembelajaran langsung. Instrumen yang digunakan adalah tes kemampuan berpikir kritis matematis dan angket skala *self-concept* matematis. Berdasarkan analisis data diperoleh bahwa peningkatan kemampuan berpikir kritis matematis siswa yang memperoleh pembelajaran *accelerated learning* lebih baik daripada siswa yang memperoleh pembelajaran langsung ditinjau dari keseluruhan dan berdasarkan KAM atas dan sedang. Peningkatan kemampuan berpikir kritis matematis siswa yang mendapat pembelajaran *accelerated learning* tidak lebih baik daripada siswa yang mendapat pembelajaran langsung ditinjau dari KAM bawah. *Self-concept* matematis siswa yang mendapat pembelajaran *accelerated learning* tidak lebih baik daripada siswa yang mendapat pembelajaran langsung ditinjau secara keseluruhan dan KAM siswa.

Kata Kunci: Kemampuan berpikir kritis matematis, *self-concept* matematis siswa, pembelajaran *accelerated learning*.

ABSTRAK

Imun Munawaroh (2015): Applied increase accelerated learning improves students' mathematics critical thinking and mathematics self-concept at students of grade seven in SMP.

This study aimed to analyze how to increase accelerated learning improves students' mathematics critical thinking and mathematics self-concept better than direct instruction learning based students all and student group categories of high, medium, and low. This research is a quasi-experimental study with the pretest-post-test non equivalent group design by using accelerated learning. The population of the research is students of grade seven in SMPN 1 Sindangkasih Ciamis, which the sampling was done by purposive sampling. Research samples were taken in two classes consists of class A students who were given accelerated learning and class C students were given direct instruction learning. The instruments of the study are achievement mathematical critical thinking and mathematics self-concept scale. Base on results analysis of the data showed that: accelerated learning improves students' mathematics critical thinking, N-gain is better than direct instruction learning based on students all and students groups categories of high and medium. Accelerated learning improves students mathematics critical thinking, N-gain is not better than direct instruction learning based on students group of low category. On accelerated learning class, students scores of mathematics self-concept is not better than the students scores direct instruction learning class based on students all and student group categories of high, medium, and low.

Keywords: mathematics critical thinking, mathematics self-concept, and accelerated learning approach.