

ABSTRAK

Reviandari Widyatiningtyas (2015). Pengaruh Pendekatan Pembelajaran Berbasis Masalah terhadap Kemampuan dan Disposisi Berpikir Kritis dan Kreatif Matematis Siswa Sekolah Menengah Atas.

Masalah yang dikaji dalam penelitian ini adalah bagaimana pengaruh pendekatan pembelajaran berbasis masalah terhadap kemampuan berpikir kritis dan kreatif matematis, serta disposisi berpikir kritis dan kreatif matematis pada siswa SMA. Penelitian kuasi-eksperimen dengan disain perbandingan kelompok statis ini melibatkan 140 siswa dari level sekolah tinggi dan sedang. Instrumen yang digunakan dalam penelitian meliputi tes kemampuan awal matematis (KAM), tes kemampuan berpikir kritis dan kreatif matematis, skala disposisi berpikir kritis dan kreatif matematis. Penelitian dilaksanakan pada bulan Januari sampai dengan Juni 2012. Data dianalisis dengan ANAVA dua jalur dan uji-t. Hasil penelitian menunjukkan bahwa terdapat perbedaan rata-rata yang signifikan kemampuan berpikir kritis matematis, kemampuan berpikir kreatif matematis, dan disposisi berpikir kritis matematis siswa antara yang memperoleh PBM dan PKV. Di sisi lain tidak terdapat perbedaan rata-rata yang signifikan disposisi berpikir kreatif matematis siswa antara yang memperoleh PBM dan PKV. Terdapat interaksi antara faktor pendekatan pembelajaran dengan faktor level sekolah terhadap kemampuan berpikir kritis matematis, antara faktor pembelajaran dengan faktor KAM terhadap kemampuan berpikir kreatif matematis, sebaliknya tidak terdapat interaksi antara faktor pendekatan pembelajaran dengan faktor KAM terhadap kemampuan berpikir kritis matematis, antara faktor pendekatan pembelajaran dan faktor level sekolah, terhadap kemampuan berpikir kreatif matematis siswa, antara faktor pendekatan pembelajaran dan faktor level sekolah, antara faktor pendekatan pembelajaran dan faktor KAM terhadap disposisi berpikir kritis matematis, antara faktor pendekatan pembelajaran dan faktor level sekolah, dan antara faktor pendekatan pembelajaran dan faktor KAM terhadap disposisi berpikir kreatif matematis siswa. Terdapat asosiasi antara kemampuan berpikir kritis matematis dengan kemampuan berpikir kreatif matematis, disposisi berpikir kritis matematis, dan disposisi berpikir kreatif matematis. Tidak terdapat asosiasi antara kemampuan berpikir kreatif matematis dengan disposisi berpikir kreatif matematis.

Kata Kunci: Pembelajaran berbasis masalah, kemampuan berpikir kritis Matematis, kemampuan berpikir kreatif matematis, disposisi berpikir kritis matematis, dan disposisi berpikir kreatif matematis.

ABSTRACT

Reviandari Widyatiningtyas (2013). The Effect of Problem-Based Learning Approach Mathematical Critical Thinking Ability, Mathematical Creative Thinking Ability, Mathematical Critical Thinking Disposition, Mathematical Creative Thinking Disposition on Senior High School Students.

The problem examined in this research is how the effect of the problem-based learning approach mathematical critical thinking and creative thinking ability, mathematical critical thinking and creative thinking disposition on Senior High School students. This study is Quasi-experimental with the static group co design involving 140 students from the school high and medium category. The research instruments consists of prior mathematical knowledge test (KAM), mathematical critical thinking and creative thinking ability test, and mathematical critical and creative thinking disposition scale. The experiment was conducted in January to June 2012. Data were analyzed by two- way ANOVA and t- test. The results of this study indicate that there are differences in mean signifikan mathematical critical thinking and creative thinking ability, and mathematical critical thinking disposition among students who acquired PBL and PKV. On the other hand there is no differences in mean signifikan mathematical creative thinking disposition among students who acquired PBL and PKV. There is an interaction between approaches to learning factors and school level factors to students mathematical critical thinking abilities, between approaches to learning factors and KAM factors students mathematical creative thinking ability. There is no interaction between learning factors approaches and prior matematical knowledge (KAM) factors to students mathematical critical thinking abilities; between approaches to learning factors and school level factors students mathematical creative thinking abilities; between approaches to learning factors and school level factors students mathematical critical thinking dispositions; between learning factors approaches and prior mathematical knowledge (KAM) factors of mathematical critical thinking disposition toward mathematics students; between approaches to learning factors and school level factors students mathematical creative thinking dispositions; and between learning factors approaches and prior mathematical knowledge (KAM) factors to students mathematical creative thinking ability. There is a significant association between mathematical critical thinking and mathematical creative thinking ability; between mathematical critical thinking ability and critical thinking ability disposition; between mathematical critical thinking ability and mathematical creative thinking disposition; there is no significant association between mathematical creative thinking ability and mathematical creative thinking disposition.

Keywords : Problem-based learning, mathematical critical thinking ability, mathematical creative thinking ability, critical thinking disposition, and creative thinking disposition.

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PENGARUH PENDEKATAN PEMBELAJARAN BERBASIS MASALAH TERHADAP KEMAMPUAN DAN DISPOSISI BERPIKIR KRITIS DAN KREATIF MATEMATIS SISWA SEKOLAH MENENGAH ATAS

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