

ABSTRAK

Putri, H. E. (2015). Pengaruh Pendekatan *Concrete-Pictorial-Abstract* (CPA) terhadap Peningkatan Kemampuan Representasi Matematis, *Spatial Sense*, dan *Self-Efficacy* Mahasiswa Calon Guru Sekolah Dasar.

Penelitian ini bertujuan untuk melihat pengaruh pembelajaran dengan pendekatan CPA terhadap pencapaian dan peningkatan kemampuan representasi matematis, kemampuan *spatial sense*, dan *self-efficacy* mahasiswa calon guru Sekolah Dasar (SD) jika ditinjau secara keseluruhan dan Kemampuan Awal Matematis (KAM). Penelitian ini adalah kuasi eksperimen dengan desain kontrol pretes dan postes pada mata kuliah Pendidikan Matematika II terhadap 138 mahasiswa calon guru SD suatu universitas negeri di Jawa Barat. Berdasarkan hasil penelitian diperoleh kesimpulan bahwa: 1) Pencapaian dan peningkatan kemampuan representasi matematis dan *spatial sense* mahasiswa yang mendapatkan pembelajaran dengan pendekatan CPA lebih baik daripada mahasiswa yang mendapatkan pembelajaran konvensional ditinjau dari keseluruhan dan tiap kelompok KAM; 2) Pencapaian *self-efficacy* mahasiswa yang mendapatkan pembelajaran dengan pendekatan CPA lebih baik daripada mahasiswa yang mendapatkan pembelajaran konvensional ditinjau dari keseluruhan dan tiap kelompok KAM; 3) Peningkatan *self-efficacy* mahasiswa yang mendapatkan pembelajaran dengan pendekatan CPA lebih baik daripada mahasiswa yang mendapatkan pembelajaran konvensional ditinjau dari keseluruhan, kelompok KAM tinggi, dan kelompok KAM sedang; 4) Tidak ditemukan adanya interaksi antara faktor pembelajaran dan Kemampuan Awal Matematis (KAM) mahasiswa terhadap pencapaian dan peningkatan kemampuan representasi matematis, *spatial sense*, dan *self-efficacy* mahasiswa.

Kata kunci: Pembelajaran dengan Pendekatan CPA, Kemampuan Representasi Matematis, *Spatial Sense*, *Self-Efficacy*, dan Mahasiswa Calon Guru Sekolah Dasar.

ABSTRACT

Putri, H. E. (2015). The Influence of Concrete-Pictorial-Abstract (CPA) Approach toward Enhancement of Mathematical Representation Ability, Spatial Sense, and Self-Efficacy of Elementary School Prospective Teachers.

The study aims to examine the influence of CPA learning approach towards the achievement and enhancement of mathematical representation ability, spatial sense, and self-efficacy of elementary school prospective teachers. This research is a quasi experiment using pretest and posttest design control at Pendidikan Matematika II conducted for 138 elementary school prospective teachers in a state university in West Java. The results of the study show that: 1) Mathematical representation ability and spatial sense achievement and enhancement of elementary school prospective teachers who were taught using CPA learning approach are better than those elementary school prospective teachers who were taught using conventional learning, in a whole and in each group of their mathematical prior ability; 2) Self-efficacy achievement of elementary school prospective teachers who were taught using CPA learning approach is better then elementary school prospective teachers who were taught using conventional learning, in a whole and in each group of their mathematical prior ability; 3) Self-efficacy enhancement of elementary school prospective teachers who were taught using CPA approach learning is better then elementary school prospective teachers who were taught using conventional learning as a whole in high and medium groups of their mathematical prior ability; 4) There is no interaction between learning and mathematical prior ability factor towards mathematical representation ability, spatial sense, and self-efficacy of elementary school prospective teachers.

Keyword: CPA Approach Learning, Mathematical Representation Ability, Spatial Sense, Self-Efficacy, and Elementary School Prospective Teachers.