

ABSTRAK

Ehda Farlina (2011). “Meningkatkan Kemampuan Pemecahan Masalah Matematis dan *Self-Regulated Learning* Siswa MTs melalui Pendekatan Keterampilan Proses dengan Peta Konsep”

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan pemecahan masalah matematis dan *self-regulated learning*. Penelitian ini bertujuan untuk menelaah peningkatan kemampuan pemecahan masalah matematis dan dampak siswa yang memperoleh pembelajaran menggunakan pendekatan keterampilan proses dengan peta konsep terhadap *self-regulated learning* (kemandirian belajar); serta untuk menelaah hubungan antara kemampuan pemecahan masalah matematis dan *self-regulated learning* siswa. Desain penelitian ini adalah *kelompok kontrol non ekuivalen* yang melibatkan dua kelas. Kelas pertama memperoleh pembelajaran menggunakan pendekatan keterampilan proses dengan peta konsep dan kelas kedua memperoleh pembelajaran menggunakan pendekatan keterampilan proses tanpa peta konsep. Untuk mendapatkan data hasil penelitian digunakan instrumen berupa tes kemampuan pemecahan masalah matematis, skala *self-regulated learning*, lembar observasi, dan daftar wawancara. Penelitian ini dilaksanakan di salah satu MTs swasta di Bandung. Analisis data dilakukan terhadap rataan gain ternormalisasi kedua kelompok sampel dengan menggunakan uji perbedaan rataan gain ternormalisasi. Hasil penelitian menunjukkan bahwa pembelajaran menggunakan pendekatan keterampilan proses dengan peta konsep memberikan pengaruh pada peningkatan kemampuan pemecahan masalah matematis siswa, terjadi *self-regulated learning* positif dan terdapat hubungan antara *self-regulated learning* siswa dengan kemampuan pemecahan matematis siswa.

Kata Kunci: Kemampuan pemecahan masalah matematis, *self-regulated learning*, pendekatan keterampilan proses, peta konsep.

ABSTRACT

Ehda Farlina (2011). "Improve MTs students' mathematic problem solving skill and Self-Regulated Learning through skill-process approach by concept map"

This research is based by skill which is still low in mathematic problem solving and *self-regulated learning*. This research has the goals to analyze the improving mathematic problem solving and students' *self-regulated learning* that is getting the lesson in using skill-process approach by concept map; and to analyze the correlation between students' mathematic problem solving and students' *self-regulated learning* skill. This research design is the *non equivalent control group* which involves two classes. First class that is getting the lesson in using skill-process approach by concept map while second class is getting the lesson in using skill-process approach not by concept map. For getting the result data in this research, it is used instruments as test of mathematic problem solving skill, *self-regulated learning* scale, observation sheet, and list of interview. This research was carried out at one of the private MTs in Bandung. Data analysis is done toward normalized mean gain of two sample groups by using test-difference normalized mean gain. The result of the research shows that the lesson which is using skill-process approach by concept map gives influence for increasing students' mathematic problem solving and *self-regulated learning* positive and there is correlation between students' *self-regulated learning* and students' mathematic problem solving.

Key words: mathematic problem solving skill, *self-regulated learning*, skill-process approach, concept map.