

## ABSTRAK

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### **Penerapan Pembelajaran Model Kooperatif Tipe *Cooperative-Integrated Reading and Composition* (CIRC) dengan Pendekatan *Concrete-Representational-Abstract* (CRA) untuk Meningkatkan Kemampuan Spasial Siswa SMP**

Penelitian ini bertujuan untuk meningkatkan kemampuan spasial siswa Sekolah Menengah Pertama (SMP) mengingat banyaknya materi tentang geometri yang harus dikuasai siswa agar mampu memecahkan masalah matematis. Namun nyatanya kemampuan spasial siswa di Indonesia masih rendah. Penelitian ini merupakan penelitian eksperimen semu yang ditujukan untuk meningkatkan kemampuan spasial siswa SMP dengan menggunakan pembelajaran CIRC dengan pendekatan CRA. Sampel dalam penelitian ini adalah siswa kelas VIII pada salah satu SMP Negeri di Kota Bandung. Materi yang dibahas adalah materi Bangun Ruang Sisi Datar. Pembelajaran Konvensional diberikan di kelas kontrol, sedangkan pada kelas eksperimen digunakan pembelajaran model CIRC dengan pendekatan CRA. Berdasarkan hasil penelitian diperoleh bahwa: 1) Kemampuan spasial siswa yang memperoleh pembelajaran model CIRC dengan pendekatan CRA lebih baik daripada siswa yang memperoleh pembelajaran konvensional; 2) Peningkatan kemampuan spasial kelas CIRC dengan CRA lebih tinggi daripada kelas konvensional ditinjau dari keseluruhan siswa. Kualitas peningkatan kemampuan spasial siswa di kedua kelas berada pada kriteria sedang; 3) Peningkatan kemampuan spasial siswa yang memperoleh pembelajaran model CIRC dengan pendekatan CRA lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional ditinjau dari kemampuan awal matematis (tinggi, sedang, dan rendah); dan 4) Pada umumnya siswa memberikan respon positif terhadap pembelajaran model CIRC dengan pendekatan CRA.

**Kata kunci:** Pembelajaran Model CIRC, Pendekatan CRA, Pembelajaran Konvensional, Kemampuan Spasial

## ABSTRACT

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### **The Implementation of Cooperative-Integrated Reading and Composition with Concrete-Representational-Abstract approach of Cooperative Model Learning to Enhance Junior High School Students' Spatial Ability**

This research aims to enhance Junior High School students' spatial ability as there are many geometry concept which have to be mastered by students in order to be able to solve mathematical problems. Nevertheless, students' spatial ability in Indonesia is still low. This research is a study of a quasi-experiment which is aimed to enhance the Junior High School students' spatial ability by using Cooperative-Integrated Reading and Composition Learning with Concrete-Representational-Abstract approach. The sample in this research is 8<sup>th</sup> grade students in one of Junior High Schools in Bandung. The material covered is about Cube and Cuboid. Conventional learning was implemented in control class, meanwhile in experiment class Cooperative-Integrated Reading and Composition Learning with Concrete-Representational-Abstract approach was implemented. Based on the result of the research; 1) Spatial ability of students who learned by using Cooperative-Integrated Reading and Composition Learning with Concrete-Representational-Abstract approach is better than the students who learned using conventional learning; 2) The enhancement of spatial ability of students who learned by using Cooperative-Integrated Reading and Composition Learning with Concrete-Representational-Abstract approach is higher than the students who learned using conventional learning in term of the whole students. The enhancement quality of students' spatial ability in both classess are medium; 3) The enhancement of spatial ability of students who learned by using Cooperative-Integrated Reading and Composition Learning with Concrete-Representational-Abstract approach is higher than the students who learned using conventional learning in term of Prior Mathematical Ability (high, medium, low); and 4) Generally, the students give positive response toward Cooperative-Integrated Reading and Composition Learning with Concrete-Representational-Abstract approach.

**Keywords:** Cooperative-Integrated Reading and Composition, Concrete-Representational-Abstract, Conventional Learning, Spatial Ability