

Dwi Desmayanasari (2016). Peningkatan Kemampuan Berpikir Kreatif dan Disposisi Matematis Siswa SMP dengan Pendekatan *Problem Centered Learning*

ABSTRAK

Penelitian ini bertujuan untuk meneliti perbedaan peningkatan kemampuan berpikir kreatif dan disposisi matematis dengan pendekatan pembelajaran *Problem Centered Learning*. Penelitian ini menggunakan metode kuasi eksperimen dengan desain kelompok kontrol pretes-postes. Subjek penelitian ini adalah siswa kelas VIII di satu SMP di kota Bandung sebanyak 62 siswa. Dalam penelitian ini terdapat dua kelas, yaitu kelas kontrol sebanyak 31 siswa yang memperoleh pembelajaran konvensional dan kelas eksperimen sebanyak 31 siswa memperoleh pendekatan pembelajaran *Problem Centered Learning*. Kemampuan matematis awal siswa dikategorikan menjadi kemampuan tinggi, sedang dan rendah. Instrumen penelitian berupa tes kemampuan berpikir kreatif matematis, skala disposisi matematis, dan lembar aktivitas guru dan siswa. Hasil penelitian menunjukkan: (1) secara keseluruhan peningkatan kemampuan berpikir kreatif matematis siswa yang memperoleh pendekatan pembelajaran *Problem Centered Learning* lebih baik dari siswa yang mendapat pembelajaran konvensional; (2) tidak terdapat pengaruh interaksi pendekatan pembelajaran (*Problem Centered Learning* dan Konvensional) dan kemampuan matematis awal (tinggi, sedang, dan rendah) terhadap peningkatan kemampuan berpikir kreatif matematis siswa; (3) peningkatan disposisi matematis siswa yang memperoleh pendekatan pembelajaran *Problem Centered Learning* tidak lebih baik dari siswa yang memperoleh pembelajaran konvensional; (4) terdapat asosiasi antara kemampuan berpikir kreatif dengan disposisi matematis siswa.

Kata Kunci : Berpikir Kreatif Matematis, Disposisi Matematis, Pendekatan *Problem Centered Learning*

Dwi Desmayanasari (2016). The Enhancement of Junior High School Students' Mathematical Creative Thinking and Disposition through The Problem Centered Learning Approach

ABSTRACT

This research aims to examine the differences of enhancement of mathematical creative thinking and disposition through Problem Centered Learning approach. This research used a quasi-experimental design with pretest-posttest control group. The subjects were 62 students of eight grade in a junior high school in Bandung. The subject were divided into two groups, namely experimental group and control group. The first group consist 31 students who learned under Problem Centered Learning approach and the second group consist 31 students who learned under conventional approach. Students prior abilities were classified into three categories, namely high, medium, and low. Research instrument were the form of students and teacher activity, mathematical creative thinking test, mathematical disposition scale, whereas the form of teaching instrument were student activity sheet. The research results were (1) overall, enhancement of mathematical creative thinking ability students who learned under Problem Centered Learning approach significantly better than students who learned under conventional approach; (2) there is no interaction effect of learning approaches (Problem Centered Learning and conventional) and students' prior abilities (high, medium, and low) in enhancing students' mathematical creative thinking ability; (3) an enhancement of students' mathematical disposition under Problem Centered Learning approach is not better than students who received conventional approach; (4) there is an association between students' creative thinking ability and students' mathematical disposition.

Keywords: mathematical creative thinking, mathematical disposition, Problem Centered Learning approach.