

ABSTRAK

Penelitian ini didasarkan pada permasalahan rendahnya *visual thinking* dan keharusan pengembangan *habits of striving for accuracy and precision* (HSAP) siswa sejak dini. *Visual thinking* dan HSAP sangat dibutuhkan tidak hanya untuk menyelesaikan persoalan matematika tetapi juga untuk menyelesaikan masalah dalam kehidupan sehari-hari, sehingga dilakukan penelitian dengan menggunakan pembelajaran model CORE dan pembelajaran model CORE disertai aktivitas *quick on the draw*. Penelitian ini bertujuan untuk menelaah peningkatan *visual thinking* siswa, mengkaji perbedaan peningkatan *visual thinking* siswa ditinjau dari KAM, serta HSAP siswa terhadap pembelajaran. Desain penelitian yang digunakan adalah desain kelompok kontrol non-ekivalen dengan menggunakan teknik *purposive sampling*. Instrumen penelitian berupa tes *visual thinking* dan skala HSAP siswa. Hasil penelitian menunjukkan bahwa : (1) tidak terdapat perbedaan pencapaian dan peningkatan *visual thinking* siswa yang memperoleh pembelajaran model CORE dan siswa yang memperoleh pembelajaran model CORE disertai aktivitas *quick on the draw*; (2) terdapat perbedaan peningkatan *visual thinking* antar kategori KAM tinggi dan sedang, kategori KAM tinggi dan rendah, dan kategori KAM sedang dan rendah; (3) tidak terdapat perbedaan HSAP siswa yang memperoleh pembelajaran model CORE dan siswa yang memperoleh pembelajaran model CORE disertai aktivitas *quick on the draw*.

Kata Kunci : *Visual thinking, habits of striving for accuracy and precision, pembelajaran model CORE dan pembelajaran model CORE disertai aktivitas quick on the draw*

ABSTRACT

Muflihatussyarifah (2016). Visual Thinking and Habits of Striving for Accuracy and Precision Student through CORE Model accompanied by Quick on the Draw activities.

The aims of this research based on the problem of lack of visual thinking and the necessity of developing habits of striving for accuracy and precision (HSAP) students since early stage. Visual thinking and HSAP is important because not only to resolve the question of mathematics, but also to solve problems in everyday life. So that CORE model learning and CORE model learning accompanied by quick on the draw activity was chosen to investigate improvement of student visual thinking, examines differences visual improvement of student thinking in terms of KAM, and HSAP student towards learning. The design of this research was non-equivalent control group by using purposive sampling technique. The research instrument was a visual thinking student test and HSAP scale student. The results showed that: (1) there is no differences between achievement and improvement of visual thinking students who obtain CORE model learning and students who obtain CORE model learning accompanied by quick on the draw activity; (2) there are differences between the improvement of KAM visual thinking of high and medium categories, high and low categories, and medium and low categories; (3) there is no difference HSPA students who obtain CORE model learning and students who obtain CORE model learning accompanied by quick on the draw activity.

Key word :Visual thinking, habits of striving for accuracy and precision, CORE model learning, CORE model learning accompanied by quick on the draw activity.