

ABSTRAK

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Meningkatkan Kemampuan Berpikir Lateral Matematis Siswa melalui Pendekatan *Open-Ended*

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan berpikir lateral matematis bagi siswa dan fakta kurang diperhatikannya kemampuan berpikir lateral matematis siswa di sekolah. Tujuan dari penelitian ini adalah: (1) mengetahui apakah peningkatan kemampuan berpikir lateral matematis antara siswa yang memperoleh pembelajaran dengan pendekatan *open-ended* lebih tinggi daripada pendekatan konvensional, dan (2) mengetahui sikap siswa terhadap pembelajaran matematika menggunakan pendekatan *open-ended*. Metode yang digunakan dalam penelitian ini adalah metode kuasi eksperimen dengan desain kelompok kontrol non-ekuivalen. Populasi dalam penelitian adalah seluruh siswa kelas VIII di salah satu SMP Negeri di kota Bandung, dengan sampel sebanyak dua kelas. Satu kelas diberikan perlakuan berupa pendekatan *open-ended* sedangkan kelas lainnya dengan pendekatan konvensional. Data penelitian diperoleh melalui tes kemampuan berpikir lateral matematis siswa, angket siswa, dan lembar observasi. Hasil penelitian menunjukkan bahwa: (1) peningkatan kemampuan berpikir lateral matematis siswa melalui pendekatan *open-ended* lebih tinggi daripada pendekatan konvensional, (2) siswa menunjukkan sikap positif terhadap pembelajaran menggunakan pendekatan *open-ended* dalam upaya meningkatkan kemampuan berpikir lateral matematis.

Kata Kunci: Pendekatan *Open-Ended*, Kemampuan Berpikir Lateral Matematis, Pendekatan Konvensional.

ABSTRACT

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Improving Students' Mathematical Lateral Thinking Skill Using Open-Ended Approach

The research was conducted based on the importance of the ability in mathematical lateral thinking skill for students and the lack of attention in that ability of students in the school. The purpose of this study are: (1) to investigate whether there was an increasing in mathematical lateral thinking skills among students who acquire open-ended approach than conventional approach, and (2) to determine students' attitudes toward learning mathematics using the open-ended approach. The method that has been used in this research was a quasi-experimental design with a control group of non-equivalent. The population in the study were students of VIII class in one of the Junior High School in Bandung, with a sample of two classes. One class was given treatment in the form of open-ended approach, while another class with conventional approach. The research data was obtained through students' mathematical lateral thinking test, questionnaire and observation sheet. The result showed that: (1) the increase of students' mathematical lateral thinking skill using open-ended approach is higher than conventional approach, (2) students showed a positive attitude towards learning using the open-ended approach to improve students' mathematical lateral thinking skill.

Keywords: Open-Ended Approach, Mathematical Lateral Thinking Skill, Conventional Approach.