

ABSTRAK

Rika Jumatil Fitri (2015) : Perbandingan Peningkatan Kemampuan Koneksi dan Berpikir Kreatif Matematis Siswa SMP Melalui Model *Problem-Based Learning (PBL)* dan *Contextual Teaching and Learning (CTL)*.

Penelitian ini dilatarbelakangi oleh pentingnya dan masih belum optimalnya kemampuan koneksi dan berpikir kreatif matematis siswa. Penelitian ini mengkaji tentang perbedaan peningkatan dan pencapaian kemampuan koneksi dan berpikir kreatif matematis antara siswa yang memperoleh pembelajaran dengan model pembelajaran *Problem-Based and Learning (PBL)* dengan siswa yang mengikuti pembelajaran dengan model *Contextual Teaching and Learning (CTL)*, ditinjau secara keseluruhan dan kategori kemampuan awal matematika (KAM) siswa (atas, tengah, bawah). Penelitian ini merupakan penelitian *quasi experiment* dengan desain *non-equivalent control group design*. Populasi penelitian adalah siswa kelas VIII SMP Negeri 1 Solok Selatan yang terdaftar pada Tahun Pelajaran 2014/2015. Sampel yang digunakan terdiri dari dua kelas dari tujuh kelas yang ada. Instrumen yang digunakan untuk mengumpulkan data berupa instrumen tes kemampuan koneksi dan berpikir kreatif matematis, lembar observasi, dan angket siswa. Data yang diperoleh dianalisis menggunakan uji perbedaan rata-rata yaitu *uji-t* dan *mann-whitney*. Hasil penelitian menunjukkan bahwa: 1) Terdapat perbedaan pencapaian kemampuan koneksi matematis siswa yang mengikuti pembelajaran dengan model *Problem-Based and Learning (PBL)* dengan *Contextual Teaching and Learning (CTL)* secara keseluruhan, 2) ditinjau dari KAM, tidak terdapat perbedaan pencapaian dan peningkatan kemampuan koneksi matematis siswa kategori KAM atas, tengah dan bawah yang memperoleh dengan model *Problem-Based and Learning (PBL)* dengan *Contextual Teaching and Learning (CTL)*, 3) Terdapat perbedaan pencapaian dan peningkatan kemampuan berpikir kreatif matematis siswa yang mengikuti pembelajaran dengan model *Problem-Based and Learning (PBL)* dengan *Contextual Teaching and Learning (CTL)* secara keseluruhan, 4) ditinjau dari KAM, tidak terdapat perbedaan pencapaian dan peningkatan kemampuan Berpikir Kreatif matematis siswa kategori KAM atas dan bawah yang memperoleh pembelajaran dengan model *Problem-Based and Learning (PBL)* dengan *Contextual Teaching and Learning (CTL)*, 5) ditinjau dari KAM Tengah terdapat perbedaan pencapaian kemampuan berpikir kreatif matematis, dan tidak terdapat perbedaan peningkatan kemampuan berpikir kreatif matematis siswa yang memperoleh pembelajaran dengan model *Problem-Based and Learning (PBL)* dengan *Contextual Teaching and Learning (CTL)*.

Kata Kunci : Model *Problem-Based Learning*, Model *Contextual Teaching and Learning*, Koneksi Matematis, Berpikir Kreatif Matematis

Rika Jumatil Fitri, 2015

PERBANDINGAN PENINGKATAN KEMAMPUAN KONEKSI DAN BERPIKIR KREATIF MATEMATIS SISWA SMP MELALUI MODEL PROBLEM-BASED LEARNING (PBL) DENGAN CONTEXTUAL TEACHING AND LEARNING (CTL)

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ABSTRACT

Rika Jumatil Fitri (2015) : Comparison Upgrades Connections and Creative Thinking Mathematical Model Junior High School Students Through Problem-Based Learning (PBL) and Contextual Teaching and Learning (CTL).

This research is motivated by the important and still not optimal students' connection capabilities and creative thinking mathematical students. This study examines differences in improvement and achievement of the ability to connect and creative thinking among students acquire mathematical learning with learning model and Problem-Based Learning (PBL) by students who follow learning with models Contextual Teaching and Learning (CTL), reviewed the overall and category Early Math Abilities (EMA) students (top, middle, bottom). This research is a quasi experimental design with non-equivalent control group design. The study population is class VIII SMP Negeri 1 South Solok listed in the Academic Year 2014/2015. The sample used consists of two classes of seven existing classes. The instrument used to collect data in the form of the instrument test the ability to connect and creative thinking mathematical, observation sheets, and student questionnaires. Data were analyzed using the average difference test is the t-test and Mann-Whitney. The results showed that: 1) There are differences in the ability to connect mathematical achievement of students who take the learning models and Problem-Based Learning (PBL) with Contextual Teaching and Learning (CTL) overall, 2) in terms of EMA, there are no differences in achievement and improvement the ability of students' mathematical connection EMA category top, middle and bottom of the gain with the model and Problem-Based Learning (PBL) with Contextual Teaching and Learning (CTL), 3) There are differences in achievement and improvement of mathematical creative thinking abilities of students who take the learning to the model problem -based and Learning (PBL) with Contextual Teaching and Learning (CTL) overall, 4) in terms of EMA, there are no differences in achievement and improvement of students' mathematical abilities Creative Thinking EMA upper and lower categories that acquire learning model and Problem-Based Learning (PBL) with Contextual Teaching and Learning (CTL), 5) in terms of the Middle EMA there are differences in mathematical achievement of the ability to think creatively, and there are no differences in improvement of creative thinking abilities of students

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who obtain a mathematical model of learning and Problem-Based Learning (PBL) with Contextual Teaching and Learning (CTL).

Keywords : Problem-Based Learning Model , Contextual Teaching and Learning Model, Mathematics Connections ,Mathematics Creative Thinking .

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