

ABSTRAK

Selviana Junita (2016): Peningkatan Kemampuan *Creative Problem Solving* dan Disposisi Matematis Siswa SMP dengan Pendekatan *Challenge Based Learning* (Studi pada Kurikulum 2013 ditinjau dari gender)

Penelitian ini bertujuan untuk menelaah pencapaian dan peningkatan kemampuan *creative problem solving* (CPS) dan disposisi matematis siswa ditinjau secara keseluruhan dan perbedaan gender. Penelitian *quasi experiment* digunakan dengan desain *non-equivalent control group*. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMPN 1 Lembang. Kelas eksperimen belajar dengan pendekatan *challenge based learning* (CBL) dan kelas kontrol belajar dengan pendekatan saintifik. Instrumen yang digunakan adalah tes kemampuan CPS matematis, skala disposisi matematis, dan lembar observasi. Analisis data dilakukan menggunakan uji *Mann-Whitney* dan uji beda dua proporsi. Hasil penelitian menunjukkan bahwa: (1) pencapaian dan peningkatan kemampuan CPS matematis siswa yang belajar dengan pendekatan CBL lebih baik daripada siswa yang belajar dengan pendekatan saintifik ditinjau secara keseluruhan dan gender, (2) tidak terdapat perbedaan pencapaian dan peningkatan kemampuan CPS matematis antara siswa laki-laki dengan siswa perempuan di kelas yang belajar dengan pendekatan CBL, (3) pencapaian disposisi matematis siswa yang belajar dengan pendekatan CBL lebih baik daripada siswa yang belajar dengan pendekatan saintifik secara keseluruhan tapi tidak berbeda secara gender, (4) tidak terdapat perbedaan peningkatan disposisi matematis antara siswa yang belajar dengan pendekatan CBL dengan siswa yang belajar dengan pendekatan saintifik ditinjau secara keseluruhan dan gender, (5) tidak terdapat perbedaan pencapaian dan peningkatan disposisi matematis antara laki-laki dan perempuan di kelas yang belajar dengan pendekatan CBL.

Kata Kunci: Pendekatan *challenge based learning*, kemampuan *creative problem solving* matematis, disposisi matematis, gender.

ABSTRACT

Selviana Junita (2016): The Enhancement Abilities Creative Problem Solving and Mathematical Disposition of Junior High School Students by Challenge Based Learning Approach (studies in curriculum in 2013 viewed from gender)

This research aims to elucidate the attainment and enhancement of mathematical creative problem solving ability and mathematical disposition either overall or based on gender. Quasi experimental research design used with non-equivalent control group. The population in this research was the entire class VIII students of SMPN 1 Lembang. Experimental classes that was taught by challenge based learning (CBL) approach and control classes by scientific approach. The instruments used are a test of the ability of CPS, scale of mathematical disposition and observation sheet. Data analysis was done using Mann-Whitney test and test of two different proporsitions. The results showed that: (1) the attainment and enhancement of students' mathematical CPS abilities students who learned by CBL approach is better than students who learned by saintific approach either overall or based on gender, (2) there was no difference in attainment and enhancement of students' mathematical CPS ability of boys and girls in the class who learned by CBL approach, (3) the attainment of students' mathematical dispositions who learned using CBL approach is better than students who learned using saintific either overall but not difference based on gender, (4) there was no difference in attainment and enhancement of students' mathematical dispositions who learned using CBL approach and students who learned using saintific either overall or based on gender (5) there was no difference in attainment and enhancement of mathematical disposition between boys and girls in the class who learned by CBL approach.

Keyword: Challenge based learning Approach, Mathematical Creative Problem Solving, Mathematical Disposition, Gender.