

ABSTRAK

Pipin Devi Erasanti (2016). Perbandingan peningkatan kemampuan berpikir kritis matematis dan *self-concept* siswa SMP antara yang belajar dengan pendekatan *metacognitive guidance* dan saintifik

Penelitian ini bertujuan untuk menelaah perbandingan peningkatan kemampuan berpikir kritis matematis dan *self-concept* siswa SMP yang belajar dengan pendekatan *metacognitive guidance* dan siswa yang belajar dengan pendekatan saintifik secara keseluruhan dan berdasarkan kelompok kemampuan awal matematis (KAM), interaksi antar pembelajaran dan KAM serta asosiasi antar kemampuan berpikir kritis dan *self-concept*. Penelitian ini adalah penelitian kuasi eksperimen dengan sampel terdiri atas dua kelompok siswa kelas VIII. Instrumen penelitian yang digunakan berupa tes kemampuan berpikir kritis matematis dan skala *self-concept*. Data hasil penelitian dianalisis dengan *independent sample t test*, *two way anova test*, *chi square test*, *mann whitney u test* dan *binomial test* yang menghasilkan beberapa temuan: (1) peningkatan kemampuan berpikir kritis matematis siswa yang belajar dengan pendekatan *metacognitive guidance* berdasarkan KAM tinggi, KAM rendah dan secara keseluruhan lebih baik daripada siswa yang belajar dengan pendekatan saintifik, peningkatan kemampuan berpikir kritis matematis di kedua kelas mencapai kategori sedang, (2) pada kelompok KAM tinggi dan KAM sedang serta secara keseluruhan, peningkatan *self-concept* siswa yang memperoleh pembelajaran *metacognitive guidance* lebih baik daripada siswa yang memperoleh pembelajaran saintifik, (3) pada pembelajaran *metacognitive guidance* ditemukan adanya asosiasi antar kemampuan berpikir kritis dan *self-concept*, sebaliknya tidak ditemukan asosiasi antar kemampuan berpikir kritis dan *self-concept* siswa dalam pembelajaran saintifik. Temuan lain menunjukkan: pada KAM sedang tidak terdapat perbedaan peningkatan kemampuan berpikir kritis matematis siswa yang belajar dengan pendekatan *metacognitive guidance* dan saintifik, pada kelompok KAM rendah tidak terdapat perbedaan peningkatan *self-concept* siswa yang memperoleh pembelajaran *metacognitive guidance* dan saintifik, serta tidak terdapat interaksi antar pembelajaran dan KAM dalam meningkatkan kemampuan berpikir kritis matematis siswa.

Kata Kunci : Kemampuan Berpikir Kritis Matematis, Pendekatan *Metacognitive Guidance*, Pendekatan Saintifik, *Self-Concept* Siswa.

ABSTRACT

Pipin Devi Erasanti (2016). The comparison of enhancement of mathematical critical thinking ability and student's self-concept between secondary school students who get metacognitive guidance approach and scientific approach

The aim of this study was to analyze the comparison of enhancement of mathematical critical thinking ability between students who get metacognitive guidance approach and scientific approach as a whole and based on prior knowledge, the interaction between teaching approach and prior knowledge, association between critical thinking ability and self-concept. This study was quasi experiment research and the sample consist of two classes students grade VIII. The instrument was test of mathematical critical thinking ability and scale of self-concept. Data was analysed by using independent sample t test, two way anova test, chi square test, mann whitney u test and binomial test, which got some finding: (1) the enhancement of critical thinking student who get metacognitive guidance based on high prior knowledge, low prior knowledge and as a whole was better than student who get scientific approach, the enhancement of critical thinking ability was up to middle criterion; (2) based on whole, high prior knowledge and middle prior knowledge, the enhancement of student's self-concept who gets metacognitive guidance approach was better than student who get scientific approach; (3) in metacognitive guidance approach was found association between critical thinking ability and self-concept, conversly there was no association between critical thinking and self-concept on scientific approach. Another finding shown: based on middle prior knowledge the enhancement of critical thinking ability of both classes had no difference, the enhancement of self-concept on low prior knowledge which gets metacognitive guidance approach was no different from scientific approach, there was no interaction between learning and prior knowledge to the enhancement of mathematical critical thinking ability.

Keyword: Critical Thinking Ability, Metacognitive Guidance Approach, Scientific Approach, Student's Self-concept.

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PERBANDINGAN PENINGKATAN KEMAMPUAN BERPIKIR KRITIS MATEMATIS DAN SELF-CONCEPT SISWA SMP ANTARA YANG BELAJAR DENGAN PENDEKATAN METACOGNITIVE GUIDANCE DAN SAINTIFIK

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