

ABSTRAK

Syerli Yulanda (2017) : **Perbandingan Peningkatan Kemampuan Pemecahan Masalah Matematis dan Pencapaian *Self-Regulation* antara Siswa yang Mendapatkan Model *Situation Based Learning* Teknik Metakognitif dengan Pendekatan Saintifik.**

Penelitian ini dilatarbelakangi oleh pentingnya dan masih belum optimalnya kemampuan pemecahan masalah matematis serta *self-regulation* siswa SMP. Penelitian ini bertujuan untuk mengkaji perbandingan peningkatan kemampuan pemecahan masalah dan pencapaian *self-regulation* siswa SMP dengan menerapkan model *Situation Based Learning* teknik metakognitif. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain *control group pretest-posttest*. Pengambilan sampel pada penelitian ini menggunakan teknik *purposive sampling* sehingga diperoleh dua kelompok pada kelas VIII pada salah satu SMP Negeri di Kabupaten Bandung Barat. Kelompok eksperimen terdiri dari 39 siswa menggunakan model *Situation Based Learning* dengan teknik metakognitif (SBLTM) sedangkan kelompok kontrol yang terdiri dari 41 siswa menggunakan pendekatan saintifik (PS). Instrumen penelitian terdiri dari soal tes kemampuan pemecahan masalah matematis dan angket *self-regulation*. Analisis data kuantitatif dilakukan dengan menggunakan uji statistik perbedaan rerata dua kelompok yang independen. Hasil analisis menunjukkan bahwa: a) terdapat perbedaan pencapaian KPMM antara kedua kelas; b) ditinjau dari KAM (tinggi, sedang dan rendah) tidak ada perbedaan pencapaian KPMM antara KAM rendah dari kedua kelas namun terdapat perbedaan pada KAM tinggi dan sedang c) terdapat perbedaan peningkatan KPMM antara kedua kelas; d) ditinjau dari KAM (tinggi, sedang dan rendah) tidak ada perbedaan peningkatan antara KAM rendah dari kedua kelas namun terdapat perbedaan pada KAM tinggi dan sedang; e) terdapat perbedaan pencapaian SR jika ditinjau secara keseluruhan dan KAM rendah, namun tidak terdapat perbedaan pencapaian SR dari KAM tinggi dan sedang dari kedua kelas; f) siswa memberikan respon positif terhadap model *Situation Based Learning* teknik metakognitif.

Kata Kunci: *Situation Based Learning* Teknik Metakognitif, Pendekatan Saintifik, Pemecahan Masalah Matematis, *Self-Regulation*.

ABSTRAC

Syerli Yulanda (2017) : **Comparison of Enhancement of Mathematical Problem Solving ability and Achievement of Self-Regulation between Students Getting Situation Based Learning Model Metacognitive Techniques with Scientific Approach.**

This research was motivated by the important and still not optimal ability to solve problem mathematically and self-regulation Students in Junior High School. This research's aim was to study comparison of enhancement of junior high school students mathematical problem solving and achievement of self-regulation by using situation based learning model with metacognitive techniques. This research was quasi experiment with control group pretest-posttest design. The sample in this research using the technique of purposive sampling so the samples used were two classes of the 8th grade students of SMPN Kabupaten Bandung Barat in the academic year 2016/2017. The experiment group using the model of situation based leaning with metacognition techniques (SBLTM) and the control group using scientific approach (PS). The instruments used to collect data were test problem solving ability, mathematical self-regulation scale and observation sheets. Data were analyzed using average difference test that were t-test or Mann-Whitney. The result showed that: a) overall, the achievement of mathematical problem solving ability of students who obtain SBLTM learning better than students who obtain PS; b) based on KAM: there are no significantlty difference of achievement KPPM between bottom KAM from two classes, but there are differences on top and middle KAM; c) overall, the enhancement of mathematical problem solving ability of students who obtain SBLTM learning better than students who obtain PS; d) based on KAM: there are no significantlty difference of enhancement KPPM between bottom KAM from two classes, but there are differences on top and middle KAM; e) overall there are significantly different achievement SR between two classes. Based on KAM: there are no significantlty difference achievement SR between top and middle KAM from two classes, but there are on bottom KAM; f) The positive attitude of students to the situation-based learning model with metacognitive techniques.

Keywords: Situation Based Leaning Metacognitive Techniques, Scientific Approach, Mathematical Problem Solving, Self-Regulation