

ABSTRAK

Putri Nur Malasari. Peningkatan Kemampuan Literasi dan *Habits of Mind* Matematis Siswa Kelas VIII melalui Pembelajaran *Inquiry Co-operation Model*.
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Rendahnya kemampuan literasi matematis dan pentingnya memiliki *habits of mind* matematis bagi siswa kelas VIII SMP merupakan landasan penelitian ini, dengan tujuan untuk meningkatkan kemampuan literasi dan *habits of mind* matematis melalui pembelajaran *inquiry co-operation model*. Penelitian ini merupakan penelitian eksperimen kuasi dengan desain *non-equivalen control group design*. Pembelajaran *inquiry co-operation model* diberikan kepada 35 siswa kelas eksperimen, sementara 35 siswa kelas kontrol diberikan pembelajaran biasa. Siswa kelas VIII SMP kota Bandung yang dipilih melalui teknik *purposive sampling*. Siswa mengerjakan tes kemampuan literasi matematis pada materi bangun ruang sisi datar, skala *habits of mind* matematis, dan jurnal harian. Instrumen lainnya adalah lembar observasi dan wawancara. Hasil pengolahan data menunjukkan bahwa: a) peningkatan kemampuan literasi matematis siswa kelas eksperimen lebih baik secara signifikan daripada siswa kelas kontrol bila ditinjau secara keseluruhan dan KAM (tinggi dan sedang); b) tidak terdapat perbedaan signifikan peningkatan kemampuan literasi matematis siswa kelas eksperimen ditinjau dari KAM; c) pencapaian *habits of mind* matematis siswa kelas eksperimen lebih baik secara signifikan daripada siswa kelas kontrol bila ditinjau secara keseluruhan dan KAM; d) terdapat perbedaan signifikan pencapaian *habits of mind* matematis siswa kelas eksperimen ditinjau dari KAM. Disimpulkan pembelajaran *inquiry co-operation model* dapat meningkatkan kemampuan literasi dan *habits of mind* matematis.

Kata Kunci: pendidikan matematika, geometri, literasi matematis, *habits of mind*, *inquiry co-operation model*

ABSTRACT

Putri Nur Malasari. The Development of Mathematical Literacy Ability and Habits of Mind of Grade VIII Students through Inquiry Co-operation Model Learning.
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Low ability of mathematical literacy and the importance of having habits of mind for grade VIII at one of state junior high school in Bandung were the foundation of this study. The aim of this study is developing mathematical literacy ability and habits of mind through inquiry co-operation model learning. This study used quasi experiment method with non-equivalent control group design. Inquiry co-operation model learning was given to 35 students in experimental class; meanwhile 35 students in controlled class were treated by teaching and learning activity as usual. They were chosen by purposive sampling technique. Students did mathematical literacy ability test at polyhedron subject, scale of the mathematical habits of mind and daily journal. Other instruments were observation sheet and interview. The results of the study showed that: a) the development of mathematical literacy ability in the experimental class is significantly better than the controlled class when reviewed in entirety and KAM (high and medium); b) there is no significant difference in developing of mathematical literacy ability in experimental class viewed from KAM; c) achievement of mathematical habits of mind in experimental class is significantly better than controlled class when reviewed in entirety and KAM d) there is a significant difference in achieving of mathematical habits of mind in experimental class viewed from KAM. It is concluded that inquiry co-operation model learning can develop mathematical literacy ability and habits of mind.

Key Words: *mathematics education, geometry, mathematical literacy, habits of mind, inquiry co-operation model*