

ABSTRAK

Suci Rahma Putri (2017). “Perbandingan Kemampuan Pemecahan Masalah Matematis dan *Self-Esteem* Matematis antara Siswa yang Memperoleh Pembelajaran dengan Model *Guided Discovery Learning* dan Model *Problem Based Learning*”

Tujuan penelitian ini adalah untuk menelaah pencapaian kemampuan pemecahan masalah matematis dan *self-esteem* antara siswa yang memperoleh pembelajaran dengan model *Problem Based Learning* dengan siswa yang memperoleh pembelajaran dengan model *Guided Discovery Learning*. Penelitian ini merupakan penelitian *mixed method* dengan metode *concurrent embedded*. Penelitian ini terdiri dari kelompok eksperimen yang memperoleh pembelajaran dengan model *Guided Discovery Learning* dan model *Problem Based Learning*. Populasi penelitian ini adalah siswa salah satu SMP di Kabupaten Tanah Datar, Sumatera Barat dengan sampel penelitian kelas VIII. Analisis data dilakukan secara kuantitatif dan kualitatif. Analisis kuantitatif digunakan untuk menghitung perbedaan pencapaian kemampuan pemecahan masalah matematis dan *self-esteem* matematis siswa, sedangkan analisis data kualitatif digunakan untuk memperkuat hasil analisis kuantitatif. Hasil penelitian menunjukkan persentase pencapaian kemampuan pemecahan masalah matematis siswa yang memperoleh pembelajaran dengan model *Guided Discovery Learning* dan model *Problem Based Learning* tergolong sedang, sedangkan tidak terdapat perbedaan pencapaian kemampuan pemecahan masalah matematis yang signifikan antara kedua kelompok eksperimen. Berdasarkan analisis skor skala *self-esteem* matematis siswa, pencapaian skor skala *self-esteem* matematis siswa yang memperoleh pembelajaran dengan model *Guided Discovery Learning* dan model *Problem Based Learning* tergolong sedang, sedangkan tidak terdapat perbedaan pencapaian *self-esteem* yang signifikan antara kedua kelompok eksperimen.

Kata Kunci : Kemampuan Pemecahan Masalah Matematis, *Self-esteem* Matematis, Model *Guided Discovery Learning*, Model *Problem Based Learning*,

Suci Rahma Putri, 2017

PERBANDINGAN KEMAMPUAN PEMECAHAN MASALAH MATEMATIS DAN SELF-ESTEEM ANTARA SISWA YANG MEMPEROLEH PEMBELAJARAN DENGAN MODEL GUIDED DISCOVERY LEARNING DAN MODEL PROBLEM BASED LEARNING

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ABSTRACT

Suci Rahma Putri (2017). "The Comparison of Mathematical Problem Solving Ability and Mathematical Self-Esteem between Students with Guided Discovery Learning Model and Problem Based Learning Model"

The purpose of this study was to examine the achievement of mathematical problems solving ability and self-esteem between students who acquired learning with Problem Based Learning model with students who acquired learning with Guided Discovery Learning model. This research was a mixed method research with concurrent embedded method. This research consists of experimental group that obtained learning with Guided Discovery Learning method and Problem Based Learning method. The population of this research was a junior high school students in Tanah Datar regency, West Sumatera with sample of grade VIII. Data analysis was done quantitatively and qualitatively. Quantitative analysis was used to calculate the difference in the achievement of mathematical problem solving ability and the students' mathematical self-esteem, while qualitative data analysis was used to strengthen the result of quantitative analysis. The results showed that the percentage of the achievement of mathematical problem solving ability of students who obtained learning with Guided Discovery Learning method and Problem Based Learning method is moderate, whereas there is no difference in the achievement of significant mathematical problem solving ability between the two experimental classes. Based on the students' mathematical self-esteem scale analysis, the achievement of students' self-esteem scale scores obtained by Guided Discovery Learning method and Problem Based Learning method was moderate, whereas there was no significant difference in self-esteem achievement between the two experimental classes.

Keywords: Mathematical Problem Solving Ability, Mathematical Self-esteem, Guided Discovery Learning Model, Problem Based Learning Model

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