

ABSTRAK

M. Hafiz. (2017). Perbandingan Peningkatan Literasi dan Resiliensi Matematis Siswa dengan Model *Problem Based Learning* dan *Guided Discovery Learning*.

Penelitian ini bertujuan untuk mengkaji perbandingan: (1) pencapaian literasi dan resiliensi matematis antara siswa yang memperoleh model *problem based learning* dan model *guided discovery learning*, (2) peningkatan literasi matematis antara siswa yang memperoleh model *problem based learning* dan model *guided discovery learning* jika ditinjau berdasarkan (a) KAM keseluruhan, (b) KAM level tinggi, sedang, dan rendah, Penelitian ini adalah penelitian kuasi eksperimen yang mengimplementasikan *pretest-posttest two treatment design*. Populasi penelitian adalah seluruh siswa kelas VIII di salah satu MTs Negeri di Jakarta. Instrumen yang digunakan adalah tes literasi matematis dan skala resiliensi matematis. Hasil penelitian adalah: (1) pencapaian dan peningkatan literasi matematis antara siswa yang memperoleh model *problem based learning* lebih tinggi daripada siswa yang memperoleh model *guided discovery learning* berdasarkan KAM keseluruhan maupun KAM sedang, (2) peningkatan literasi matematis antara siswa yang memperoleh model *problem based learning* tidak lebih tinggi daripada siswa yang memperoleh model *guided discovery learning* berdasarkan KAM level tinggi dan rendah, (3) pencapaian resiliensi matematis antara siswa yang memperoleh model *problem based learning* lebih baik daripada siswa yang memperoleh model *guided discovery learning*.

Kata kunci: *problem based learning*, *guided discovery learning*, literasi matematis, resiliensi matematis

ABSTRACT

M. Hafiz. (2017). Comparison of Enhancement Mathematical Literacy and Mathematical Resilience with Problem Based Learning and Guided Discovery Learning.

The purpose of this study was to review the comparison of: (1) an achievement in mathematical literacy among the students receiving problem based learning and the students who received guided discovery learning, (2) an enhancement in mathematical literacy among students receiving problem based learning and the students who received guided discovery learning based on a) whole b) early mathematical ability of students (high, medium, and low). This research is a quasi experimental research that implement the two treatment pretest-posttest design. The population in this study was all students of class VIII in one MTs Negeri in Jakarta. The instrument used to collect the data was mathematical literacy test and mathematical resilience scale. The result of this study are: (1) achievement and enhancement in mathematical literacy among the students receiving problem based learning is higher than the students who received guided discovery learning based on whole and medium level of early mathematical ability, (2) enhancement in mathematical literacy among the students receiving problem based learning is not higher than the students who received guided discovery learning based on high and low level of early mathematical ability, (3) achievement in mathematical resilience among the students receiving problem based learning is better than the students who received guided discovery learning.

Keywords: problem based learning, guided discovery learning, mathematical literacy, mathematical resilience.