

**PENGARUH PENDEKATAN *OPEN-ENDED*
TERHADAP LITERASI DAN SIKAP MATEMATIS
SISWA SEKOLAH DASAR**

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ABSTRAK

Penelitian ini bertujuan untuk memperoleh gambaran peningkatan dan pencapaian literasi dan sikap matematis siswa sekolah dasar melalui pembelajaran *open-ended*. Penelitian ini merupakan sebuah penelitian kuantitatif dengan metode *quasi experiment* yaitu *nonequivalent group pretest-posttest control group design*. Instrumen yang digunakan adalah tes literasi matematis dan angket sikap matematis. Penelitian ini dilakukan terhadap siswa kelas V di salah satu Sekolah Dasar di Kabupaten Sumedang. Kelas V-B yang berjumlah 24 siswa sebagai kelas eksperimen dan kelas V-B yang berjumlah 24 orang sebagai kelas kontrol. Hasil penelitian menunjukkan bahwa: (1) pencapaian literasi matematis siswa yang diberi pembelajaran *open-ended* lebih baik daripada pencapaian literasi matematis siswa yang diberi pembelajaran *scientific* dengan metode ekspositori, (2) peningkatan literasi matematis siswa yang diberi pembelajaran *open-ended* lebih baik daripada peningkatan literasi matematis siswa yang diberi pembelajaran *scientific* dengan metode ekspositori, (3) pencapaian sikap matematis siswa yang diberi pembelajaran *open-ended* lebih baik daripada pencapaian sikap matematis siswa yang diberi pembelajaran *scientific* dengan metode ekspositori. Berdasarkan hasil penelitian dapat disimpulkan bahwa pendekatan *open-ended* merupakan salahsatu pendekatan yang bisa meningkatkan literasi dan sikap matematis siswa sekolah dasar.

Kata kunci: pendekatan *open-ended*, literasi matematis, sikap matematis.

**THE INFLUENCE OF OPEN-ENDED APPROACH ON MATHEMATICAL
LITERACY AND MATHEMATICAL ATTITUDE OF ELEMENTARY
SCHOOL STUDENTS**

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ABSTRACT

This study aims to obtain an overview of the improvement and achievement of literacy and mathematical attitudes of elementary school students through open-ended learning. This research is a quantitative study with a quasi-experimental method that is non equivalent group pretest-posttest control group design. The instrument used is a mathematical literacy test and a mathematical attitude questionnaire. This study was conducted on fifth grade students in one of the elementary schools in Sumedang Regency. Class V-B which consist of 24 students as an experimental class and class V-B which consist of 24 people as a control class. The results showed that: (1) the achievement of students' mathematical literacy who were given open-ended learning was better than the achievement of mathematical literacy of students who were given scientific learning by expository methods, (2) improvement of students' mathematical literacy were given open-ended learning was better than improvement Mathematical literacy of students who were given scientific learning with expository methods, (3) the achievement of students' mathematical attitudes that are given open-ended learning is better than the achievement of mathematical attitudes of students who are given scientific learning with the expository method. Based on the results of the study it can be concluded that the open-ended approach is one of the approaches that can improve the mathematical literacy and mathematical attitude of elementary school students.

Keywords: *open-ended approach, mathematical literacy, mathematical attitude.*