

## ABSTRAK

**RAHMAD.** Perbedaan Kemampuan Pemahaman dan Disposisi Matematis antara Siswa yang diberi Pendekatan Matematika Realistik dengan Pendekatan Inkuiri Di MTsN 1 Rantauprapat. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2016.

Kata Kunci: Pendekatan Matematika Realistik, Pendekatan Inkuiri, Pemahaman Matematis, dan Disposisi Matematis

Tujuan penelitian ini adalah: (1) Mengetahui apakah terdapat perbedaan kemampuan pemahaman matematis antara siswa yang diberi pendekatan matematika realistik dengan siswa yang diberi pendekatan inkuiri, (2) Mengetahui apakah terdapat perbedaan disposisi matematis antara siswa yang diberi pendekatan matematika realistik dengan siswa yang diberi pendekatan inkuiri, (3) Mendeskripsikan proses jawaban siswa dalam menyelesaikan soal-soal kemampuan pemahaman matematis antara siswa yang diberi pendekatan matematika realistik dengan siswa yang diberi pendekatan inkuiri, (4) Mendeskripsikan respon siswa terhadap pendekatan matematika realistik dan pendekatan inkuiri. Penelitian ini merupakan penelitian kuasi eksperimen. Populasi dalam penelitian ini terdiri dari seluruh siswa kelas VII MTsN 1 Rantauprapat yang berjumlah 240 siswa, dengan mengambil sampel dua kelas berjumlah 60 siswa melalui teknik *cluster random sampling*. Analisis data dilakukan dengan Anacova. Hasil penelitian ini menunjukkan bahwa (1) Terdapat perbedaan kemampuan pemahaman matematis antara siswa yang diberi pendekatan matematika realistik dengan siswa yang diberi pendekatan inkuiri, (2) Terdapat perbedaan disposisi matematis antara siswa yang diberi pendekatan matematika realistik dengan siswa yang diberi pendekatan inkuiri, (3) Proses jawaban siswa dalam penyelesaian soal-soal kemampuan pemahaman matematis siswa yang diberi pendekatan matematika realistik lebih baik dan bervariasi dibanding dengan siswa yang diberi pendekatan inkuiri, (4) Respon siswa terhadap pendekatan matematika realistik dan pendekatan inkuiri dalam kategori respon positif dengan persentase lebih dari 80%.



## ABSTRACT

**RAHMAD.** Understanding the differences and Disposition Mathematical Ability between Students are given a Realistic Approach Mathematical Approach Inquiry In MTsN 1 Rantauprapat. A Thesis: Medan: Postgraduate Program, State University of Medan, 2016.

Keywords: Realistic Mathematics Approach, Inkuri approach, understanding of mathematical and Mathematical Disposition

The purpose of this study are: (1) Determine whether there are differences in the ability of mathematical understanding between students who were given a mathematical approach realistic with students who were given the approach of inquiry, (2) Determine whether there are differences in the disposition of mathematical between students who were given a mathematical approach realistic with students who were given approach inquiry, (3) Describe the process of student answers in solving problems between students 'mathematical understanding capabilities by realistic mathematics approach with students who were given the approach of inquiry, (4) Describe the students' response to the mathematical approach and a realistic approach to inquiry. This study is a quasi-experimental research. The population in this study consisted of all students in grade VII MTsN 1 Rantauprapat totaling 240 students, by taking samples of two classes of 60 students through teksin cluster random sampling. Data analysis was performed with Anacova. The results of this study indicate that (1) There are differences in the ability of mathematical understanding between students who were given a mathematical approach realistic with students who were given the approach of inquiry, (2) There are differences in the disposition of mathematical between students who were given a mathematical approach realistic with students who were given the approach of inquiry, (3 ) The process of student answers in solving problems abilities mathematical understanding of students who were given approach is realistic mathematics better and more varied than the students who were given the approach of inquiry, (4) The response of students to the mathematical approach realistic approach to inquiry in the category of positive response with a greater percentage of 80%.