

## ABSTRAK

**SYARIF HIDAYAT MATONDANG.** Perbedaan Kemampuan Pemahaman Konsep dan Disposisi Matematis Siswa Antara yang Diberi Pembelajaran Berbasis Masalah dan Penemuan Terbimbing di MTsN 2 Padangsidempuan. Tesis. Medan: Program Studi Pascasarjana Universitas Negeri Medan, 2017.

Tujuan penelitian ini adalah untuk menganalisis: (1) perbedaan kemampuan pemahaman konsep siswa antara yang diberi pembelajaran berbasis masalah dengan penemuan terbimbing, (2) perbedaan kemampuan disposisi matematis siswa antara yang diberi pembelajaran berbasis masalah dengan penemuan terbimbing, (3) interaksi antara pembelajaran dan kemampuan awal matematika terhadap kemampuan pemahaman konsep siswa, (4) interaksi antara pembelajaran dan kemampuan awal matematika terhadap kemampuan disposisi matematis siswa. Penelitian ini merupakan penelitian kuasi eksperimen. Populasi dalam penelitian ini terdiri dari seluruh siswa kelas VIII MTsN 2 Padangsidempuan yang berjumlah 675 siswa, dengan mengambil sampel dua kelas berjumlah 86 siswa dan satu kelas sebagai kelas kontrol berjumlah 43 siswa melalui teknik *simple random sampling*. Analisis data dilakukan dengan Anava dua jalur. Hasil penelitian ini menunjukkan bahwa (1) terdapat perbedaan kemampuan pemahaman konsep antara siswa yang diberi pembelajaran berbasis masalah dengan penemuan terbimbing, (2) terdapat perbedaan kemampuan disposisi matematis antara siswa yang diberi pembelajaran berbasis masalah dengan penemuan terbimbing, (3) terdapat interaksi antara pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan pemahaman konsep siswa, (4) terdapat interaksi antara pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan disposisi matematis siswa.

Kata Kunci: Berbasis Masalah, Penemuan Terbimbing, Pemahaman Konsep, Disposisi Matematis



## ABSTRACT

**SYARIF HIDAYAT MATONDANG.** Differences in Understanding Ability of Mathematical Concept and Disposition of Students Between Students Given Problem Based Learning and Guided Discovery at MTsN 2 Padangsidimpuan. Thesis. Medan: Post Graduate Program State University of Medan, 2017.

The purpose of this study is to analyze: (1) the difference in the ability to understand students' concepts between those who were given problem-based learning with guided discovery, (2) differences in students' mathematical disposition abilities between those given problem-based learning and guided discovery; (3) the interaction between learning and early math skills students, (4) the interaction between learning and early math skills to the students' mathematical disposition abilities. This study is a quasi-experimental study. The population in this study consists of all students of class VIII MTsN 2 Padangsidimpuan which amounted to 675 students, by taking samples of two classes amounted to 86 students and one class as a control class amounted to 43 students through simple random sampling technique. Data analysis was done by two-way Anava. The results of this study indicate that (1) there is a difference in the ability of conceptual understanding between students who are given problem based learning with guided discovery, (2) there is difference of mathematical disposition ability among students who are given problem based learning with guided discovery, (3) there is interaction between learning with students' early math ability on students' conceptual understanding ability, (4) there is interaction between learning with students' early math ability to students' mathematical disposition ability.

**Keywords:** Problem Based, Guided Discovery, Conceptual Understanding, Mathematical Disposition

