

ABSTRAK

RISKI FITRIANI SARAGIH. Perbedaan Kemampuan Representasi Dan Disposisi Matematis Siswa Yang Diberi Pendekatan Pembelajaran Matematika Realistik Dan *Contextual Teaching And Learning (CTL)* Di SMP N 12 MEDAN. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2017.

Tujuan penelitian ini adalah: (1) Menganalisis perbedaan kemampuan representasi matematis antara siswa yang diberi pendekatan pembelajaran matematika realistik dan yang diberi CTL, (2) Menganalisis perbedaan kemampuan disposisi matematis antara siswa yang diberi pendekatan pembelajaran matematika realistik dan yang diberi CTL, (3) Menganalisis interaksi antara pembelajaran matematika (pendekatan pembelajaran matematika realistik dan CTL) dengan kemampuan awal matematika siswa terhadap kemampuan representasi matematis siswa, (4) Menganalisis interaksi antara pembelajaran matematika (pendekatan pembelajaran matematika realistik dan CTL) dengan kemampuan awal matematika siswa terhadap disposisi matematis siswa. Populasi penelitian adalah seluruh siswa SMP Negeri 12 Medan. Sampel penelitian diambil secara acak sebanyak 2 kelas berjumlah 64 orang siswa. Analisis data dilakukan dengan Anava Dua Jalur. Hasil penelitian ini menunjukkan bahwa (1) Terdapat perbedaan kemampuan representasi matematis antara siswa yang diberi pendekatan pembelajaran matematika realistik dan yang diberi CTL, (2) Terdapat perbedaan disposisi matematis antara siswa yang diberi pendekatan pembelajaran matematika realistik dan yang diberi CTL, (3) Tidak terdapat interaksi antara pembelajaran matematika (pendekatan pembelajaran matematika realistik dan CTL) dengan kemampuan awal matematika siswa terhadap kemampuan representasi matematis siswa, (4) Tidak Terdapat interaksi antara pembelajaran matematika (pendekatan pembelajaran matematika realistik dan CTL) dengan kemampuan awal matematika siswa terhadap disposisi matematis siswa.

Kata Kunci: Pendekatan Pembelajaran Matematika Realistik, Pembelajaran CTL, Representasi Matematis, dan Disposisi Matematis.

ABSTRACT

RISKI FITRIANI SARAGIH. Differences Representation Ability and Mathematical Disposition Students Who Realistic Mathematics Learning and Contextual Teaching and Learning Approached (CTL) In SMP N 12 MEDAN. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2017.

The purpose of this research is to analyze: (1) difference of mathematical representation ability between students who are given realistic mathematics learning approach and given CTL, (2) difference of mathematical disposition between students who are given realistic mathematics learning approach and given CTL, (3) the interaction between mathematics learning (realistic mathematics learning approach and CTL) with students' early mathematical abilities on students' mathematical representation abilities, (4) interaction between mathematics learning (realistic mathematics learning approach and CTL) with students' early mathematical abilities on students' mathematical dispositions. The kind of this research is quasi experiment. The population of this research is all students of SMP Negeri 12 Medan. The sample of research was taken randomly as many as 2 classes amounted to 64 students. The analysis is used by using 2 routes anava. The results of this research shows that: (1) there are differences in the ability of mathematical representation between students who are given realistic mathematics learning approach and those given CTL, (2) There is difference of mathematical disposition between students who are given realistic mathematics learning approach and given CTL, (3) there is no interaction between mathematics learning (realistic mathematics learning approach and CTL) with students' early mathematical ability to students' mathematical representation, (4) there is no interaction between mathematics learning (realistic mathematics learning approach and CTL) with students' mathematical early ability to student mathematical disposition.

Keywords: Realistic mathematics learning approach, CTL Learning, Representation Ability, and Mathematical Disposition.