ABSTRAK

YENI LISTIANA. Peningkatan Kemampuan Representasi Matematis dan Keterampilan Sosial Siswa Melalui Pendekatan Pembelajaran Matematika Realistik pada Siswa SMP Swasta Darul Ilmi Murni Kabupaten Deliserdang. Tesis. Medan: Program Studi Pendidikan Matematika Program Pascasarjana Universitas Negeri Medan (UNIMED). 2015.

Kata Kunci: Pendekatan Pembelajaran Matematika Realistik, Kemampuan Representasi Matematis dan Keterampilan Sosial.

Penelitian ini bertujuan untuk menyelidiki: (1) Apakah peningkatan kemampuan representasi matematis siswa yang memperoleh pendekatan pembelajaran Matematika Realistik lebih tinggi daripada siswa yang memperoleh pembelajaran biasa, (2) Apakah peningkatan keterampilan sosial siswa yang memperoleh pendekatan pembelajaran Matematika Realistik lebih tinggi daripada siswa yang memperoleh pembelajaran biasa, (3) Apakah terdapat Interaksi antara pendekatan pembelajaran dengan kemampuan awal matematika terhadap peningkatan kemampuan representasi matematis, (4) Apakah terdapat Interaksi antara pendekatan pembelajaran dengan kemampuan awal matematika terhadap peningkatan keterampilan sosial siswa, (5) Bagaimana Aktivitas siswa selama proses pembelajaran dengan menggunakan pendekatan pembelajaran Matematika Realistik. Penelitian ini merupakan penelitian eksperimen semu. Populasi penelitian ini adalah seluruh siswa SMP Swasta Darul Ilmi Murni Kabupaten Deliserdang. Kemudian secara acak dipilih dua kelas. Kelas eksperimen diberi perlakuan pendekatan pembelajaran Matematika Realistik dan kelas kontrol dengan pembelajaran biasa. Instrumen yang digunakan terdiri dari: tes kemampuan representasi matematis dan angket keterampilan sosial siswa. Instrumen tersebut dinyatakan telah memenuhi syarat validitas isi, serta koefisien reliabilitas sebesar 0,9353 dan 0,8539 berturut-turut untuk *pretest* dan *postest* kemampuan representasi matematis. Sedangkan koefisien reliabilitas untuk keterampilan sosial siswa sebesar 0,9335. Analisis data dilakukan dengan Uji t dan analisis varians dua jalur (ANAVA). Berdasarkan hasil analisis tersebut diperoleh hasil penelitian yaitu: (1) Peningkatan kemampuan representasi matematis siswa yang memperoleh pendekatan pembelajaran Matematika Realistik lebih tinggi daripada siswa yang memperoleh pembelajaran biasa, (2) Peningkatan keterampilan sosial siswa yang memperoleh pendekatan pembelajaran Matematika Realistik lebih tinggi daripada siswa yang memperoleh pembelajaran biasa, (3) Tidak terdapat interaksi antara pendekatan pembelajaran dengan kemampuan awal matematis terhadap peningkatan kemampuan representasi matematis siswa, (4) Tidak terdapat interaksi antara pendekatan pembelajaran dengan kemampuan awal matematis terhadap peningkatan keterampilan sosial siswa. Secara deskriptif juga dikaji jawaban dari rumusan masalah yaitu: aktivitas siswa selama pembelajaran dengan menggunakan pendekatan pembelajaran Matematika Realistik berkategori baik.

ABSTRACT

YENI LISTIANA. The Increasing of Mathematical Representation's Ability and Students' Sosial Skills through Realistic Mathematics Education to Students in Junior High School at SMP Swasta Darul Ilmi Murni Deliserdang. Thesis. Medan. Mathematics Education Program Graduate Program, State University of Medan (UNIMED). 2015

Keywords: Realistic Mathematics Education, Mathematical Representation Ability and Sosial Skills.

This research aim are to investigate: (1) Whether the increasing of mathematical representation ability of the students who received Realistic Mathematics Education is higher than the students who received conventional learning, (2) Whether the increasing social skills of student who received Realistic Mathematics Education is higher than students who received conventional learning, (3) Whether there is an interaction between learning approach and mathematical early ability to increase mathematical representation ability, (4) Whether there is an interaction between learning approach and mathematical early ability to increase social skills of student, (5) How students' activity during the learning process by using the Realistic Mathematics Education. The research is quasi experiment. The population in this research were all of students in Junior High School at SMP Swasta Darul Ilmi Murni Deliserdang. Then randomly were selected two classes. Experiment class were given learning through Realistic Mathematics Education and control class were given conventional learning. The instrument used consisted of: mathematical representation ability test and social skills of the student questionnaire. The instrument has been declared eligible content validity, and reliability coefficient of 0.9353 and 0.8539 respectively for the pretest and post-test mathematical representation ability. While the reliability coefficient for the social skills of students at 0.9335. Data was analyzed using t-test and two-way analysis of variance (ANOVA). Based on the results of the analysis obtained some results, they are: (1) The increasing of mathematical representation's ability who received lesson through Realistic Mathematics Education is higher than students who received conventional learning, (2) The increasing of students' social skills who received lesson through Realistic Mathematics Education is higher than students who received conventional learning, (3) There is no interaction between learning approach and mathematical early ability to increase mathematical representation ability, (4) There is no interaction between learning approach and mathematical early ability to increase social skills of student. Descriptively also studied the answers of the problem's formulation, it was: students' activity during learning using Realistic Mathematics Education was categorized as good.