ABSTRAK

Hanifah Rusydah, NIM 4192411001 (2023) Penerapan Model Pembelajaran _Missouri Mathematics Project_ Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Siswa Kelas XI Di SMAN 1 Kejuruan Muda

Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan pemecahan masalah matematis siswa melalui penerapan model pembelajaran _Missouri Mathematics Project_ (MMP) pada materi integral taktentu. Subjek pada penelitian ini adalah kelas XI IPA 2 SMAN 1 Kejuruan Muda yang berjumlah 36 siswa. Data dikumpulkan melalui metode observasi dan tes. Jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang terdiri atas 2 siklus dimana masing-masing siklus dilakukan sebanyak 2 kali pertemuan. Sebelum diberi tindakan, siswa diberi tes awal dan di akhir siklus siswa diberikan tes untuk mengukur kemampuan pemecahan masalah matematis setelah diberikan tindakan. Secara klasikal, diperoleh 4 siswa (11,11%) berhasil memecahkan masalah pada tes awal, 9 siswa (25%) berhasil memecahkan masalah pada tes I dan 36 siswa (100%) berhasil memecahkan masalah pada tes II. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran _Missouri Mathematics Project_ dapat meningkatkan kemampuan pemecahan masalah matematis siswa.

Kata kunci: Penerapan, _Missouri Mathematics Project_, Integral Taktentu

ABSTRACT

Hanifah Rusydah, NIM 4192411001 (2023) Application of Learning Models *Missouri Mathematics Project* to Improve the Mathematical Problem Solving Ability of Grade XI Students at SMAN 1 Kejuruan Muda

The purpose of this study was to determine the increase in students' mathematical problem solving abilities through the application of learning models*Missouri Mathematics Project* (MMP) on indefinite integral matter. The subjects in this study were class XI IPA 2 at SMAN 1 Kejuruan Muda, which consisted of 36 students. Data was collected through observation and test methods. The type of research used was classroom action research (CAR), which consisted of 2 cycles where each cycle was conducted in 2 meetings. Before being given an action, students are given an initial test and at the end of the cycle students are given a test to measure their mathematical problem solving ability after being given an action. Classically, it was found that 4 students (11.11%) succeeded in solving problems in the initial test, 9 students (25%) succeeded in solving problems in test I and 36 students (100%) succeeded in solving problems in test II. The research results show that the application of the learning model *Missouri Mathematics Project* can improve students' mathematical problem solving abilities.

Keywords: Application, Missouri Mathematics Project, Indefinite Integral