

## ABSTRAK

**Miftahul Jannah, NIM 4193311004 (2023). Increased Understanding of Mathematical Concepts and Motivation with A Problem Posing Approach on Class VIII MTs Negeri 2 Rantauprapat.**

Penelitian tindakan kelas ini dilatarbelakangi oleh rendahnya motivasi belajar siswa terutama aktif dalam kegiatan pembelajaran dan rendahnya tingkat pemahaman konsep matematika siswa. Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman konsep matematika dan motivasi siswa dengan menggunakan pendekatan *problem posing*. Subjek penelitian adalah siswa kelas VIII-A MTs Negeri 2 Rantauprapat yang berjumlah 32 siswa. Penelitian dilaksanakan dalam 3 siklus dimana setiap siklus terdiri dari tahapan permasalahan, perencanaan, pelaksanaan, observasi, analisis data, dan refleksi. Teknik pengumpulan data yang digunakan dalam penelitian ini meliputi tes dan observasi. Instrumen pengumpulan data yang digunakan adalah tes, angket, dan lembar observasi. Hasil penelitian ini menunjukkan bahwa penggunaan pendekatan problem pose dapat meningkatkan pemahaman konsep matematika dan motivasi siswa kelas VIII-A MTs Negeri 2 Rantauprapat. Peningkatan tersebut ditunjukkan oleh kualitas proses pembelajaran yang tercermin dari keaktifan siswa, perhatian dan peningkatan dalam menulis, minat siswa selama pembelajaran, dan keberanian siswa untuk mempresentasikan hasil tulisannya di depan kelas. Rata-rata motivasi prasiklus (55,98%), siklus I (67,78%), siklus II (75,48%), siklus III (86,30%), dan rata-rata pemahaman konsep matematika prasiklus (24,58%), siklus I (41,67%), siklus II (69,01%), siklus III (90,89%). Karena telah mencapai kriteria ketuntasan motivasi yaitu rata-rata motivasi siswa mencapai  $\geq 75\%$  dan kriteria ketuntasan pemahaman konsep matematika yaitu 85% siswa memperoleh nilai  $\geq$  KKM (75), maka penelitian dikatakan berhasil.

**Kata kunci :** Motivasi, Pemahaman Konsep Matematika, *Problem Posing*.



## ABSTRACT

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This classroom action research is motivated by the low learning motivation of students, especially active in learning activities and the low level of understanding of students' mathematical concepts. This study aims to improve the ability to understand mathematical concepts and students' motivation by using the problem posing approach. The research subjects were 32 students of class VIII-A MTs Negeri 2 Rantauprapat. The research was conducted in 3 cycles where each cycle consisted of problem, planning, implementation, observation, data analysis, and reflection stages. Data collection techniques used in this study included tests and observations. Data collection instruments used were tests, questionnaires, and observation sheets. The results of this study indicate that using the problem posing approach can improve understanding of mathematical concepts and motivation of class VIII-A students of MTs Negeri 2 Rantauprapat. This improvement was shown by the quality of the learning process which was reflected in the students' activeness, attention and improvement in writing, students' interest during learning, and the courage of students to present their writing results in front of the class. The average motivation in pre-cycle (55.98%), cycle I (67.78%), cycle II (75.48%), cycle III (86.30%), and the average understanding of mathematical concepts in pre-cycle (24.58%), cycle I (41.67%), cycle II (69.01%), cycle III (90.89%). Because it has reached the motivational completeness criteria, namely the average student motivation reaches  $\geq 75\%$  and the completeness criteria for understanding mathematical concepts, namely 85% of students get scores  $\geq$  KKM (75), then the research is said to be successful.

**Keywords:** Motivation, Understanding of Mathematical Concepts, Problem Posing.

