

## ABSTRAK

**Juli Mania Sembiring. Perbedaan Kemampuan Pemecahan Masalah Dan Disposisi Matematis Siswa Yang Memperoleh Pembelajaran *Model Eliciting Activities* Dengan Pembelajaran Langsung Ditinjau Dari Gender.** Tesis. Medan. Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan. 2019.

Penelitian ini bertujuan untuk menganalisis : (1) perbedaan kemampuan pemecahan masalah matematis siswa yang memperoleh pembelajaran *Model Eliciting Activities* dengan pembelajaran langsung, (2) interaksi antara model pembelajaran (pembelajaran *Model Eliciting Activities* dan Pembelajaran Langsung) dengan gender (laki-laki dan perempuan) terhadap kemampuan pemecahan masalah matematis siswa. (3) perbedaan disposisi matematis siswa yang memperoleh pembelajaran *Model Eliciting Activities* dengan pembelajaran langsung, (4) interaksi antara model pembelajaran (pembelajaran *Model Eliciting Activities* dan Pembelajaran Langsung) dengan gender (laki-laki dan perempuan) terhadap disposisi matematis siswa. Jenis penelitian ini *quasi eksperimen*. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP IT Nurul Fadhilah Deliserdang. Analisis data menggunakan Anava dua jalur. Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan kemampuan pemecahan masalah matematis siswa yang memperoleh pembelajaran *Model Eliciting Activities* dengan siswa yang memperoleh pembelajaran langsung, (2) tidak terdapat interaksi antara model pembelajaran (pembelajaran *Model Eliciting Activities* dan Pembelajaran Langsung) dengan gender (laki-laki dan perempuan) terhadap kemampuan pemecahan masalah matematis siswa. : (3) terdapat perbedaan disposisi matematis siswa yang memperoleh pembelajaran *Model Eliciting Activities* dengan siswa yang memperoleh pembelajaran langsung, (4) tidak terdapat interaksi antara model pembelajaran (pembelajaran *Model Eliciting Activities* dan Pembelajaran Langsung) dengan gender (laki-laki dan perempuan) terhadap disposisi matematis siswa.

**Kata Kunci:** *Model Eliciting Activities*, Pembelajaran Langsung, Kemampuan Pemecahan Masalah matematis, Disposisi Matematis, Gender.

## ABSTRACT

**Juli Mania Sembiring. The Differences in Problem Solving Ability and Mathematical Disposition of Students Who Achieve Modeling Activities Eliciting Activities With Direct Learning Viewed From Gender.** Thesis. Medan. Mathematics Education Study Program Postgraduate State University Of Medan. 2019.

This study aims to analyze: (1) the differences in the mathematical problem solving ability of students who obtain learning Model Eliciting Activities with direct learning, (2) interactions between learning models (Model Learning Activities and Direct Learning) with gender (male and female) on students' mathematical problem solving abilities. (3) the difference in the mathematical position of students who receive the Model Eliciting Activities learning with direct learning, (4) the interaction between the learning model (Model Learning Activities and Direct Learning) with gender (male and female) against the mathematical disposition of students. This type of research is quasi experiment. The population in this study were all eighth grade students of IT Middle School Nurul Fadhilah Deliserdang. Data analysis uses two-way Anava. The results of the research show that: (1) there is a difference in the mathematical problem solving ability of students who obtain the Learning Model Eliciting Activities and students who receive direct learning, (2) there is no interaction between the learning model (learning Model Eliciting Activities and Direct Learning) with gender (male men and women) towards students' mathematical problem solving abilities. : (3) there is a difference in the mathematical disposition of students who receive the Eliciting Activities Model learning and students who receive direct learning, (4) there is no interaction between the learning model (Eliciting Activities Model and Direct Learning) with gender (male and female) towards mathematical disposition of students.

Keywords: Modeling Activities Activities, Direct Learning, Mathematical Problem Solving Ability, Mathematical Disposition, Gender.