

ABSTRAK

RAHMADENI HARAHAHAP. Perbedaan Kemampuan Spasial Dan Motivasi Belajar Siswa Pada Pembelajaran Kontekstual Dan Penemuan Terbimbing Berorientasi Budaya Mandailing. Tesis. Medan : Program Studi Pendidikan Matematika Pasca Sarjana Universitas Negeri Medan. 2019

Tujuan dari penelitian ini adalah untuk : (1) menganalisis perbedaan kemampuan spasial matematis siswa melalui model pembelajaran kontekstual dan penemuan terbimbing berorientasi budaya Batak Mandailing, (2) menganalisis perbedaan motivasi belajar siswa melalui model pembelajaran kontekstual dan penemuan terbimbing berorientasi budaya Batak Mandailing, (3) mengetahui apakah terdapat interaksi antara model pembelajaran dan KAM siswa terhadap kemampuan spasial siswa, (4) mengetahui apakah terdapat interaksi antara model pembelajaran dan KAM siswa terhadap motivasi belajar siswa. Instrumen yang digunakan terdiri dari : (1) tes kemampuan spasial, (2) angket motivasi belajar. Analisis data dilakukan dengan analisis varians (ANOVA) dua jalur . Hasil penelitian menunjukkan: (1) terdapat perbedaan kemampuan spasial siswa melalui melalui model pembelajaran kontekstual dan penemuan terbimbing berorientasi budaya Batak Mandailing, (2) terdapat perbedaan motivasi belajar siswa melalui model pembelajaran kontekstual dan penemuan terbimbing berorientasi budaya Batak Mandailing, (3) tidak terdapat interaksi antara model pembelajaran dan KAM siswa terhadap kemampuan spasial siswa, (4) tidak terdapat interaksi antara model pembelajaran dan KAM siswa terhadap motivasi belajar siswa.

Kata Kunci: Model pembelajaran kontekstual, Model pembelajaran penemuan terbimbing, Spasial, Motivasi Belajar.

ABSTRACT

RAHMADENI HARAHAHAP. Differences in Spatial Ability and Student Motivation in Contextual Learning and Guided Invention of Mandailing Culture. Thesis. Medan: Postgraduate Mathematics Education Study Program, State University of Medan. 2019

The objectives of this study were to: (1) analyze differences in students' mathematical spatial abilities through contextual learning models and guided discoveries oriented to Mandailing Batak culture, (2) analyze differences in student learning motivation through contextual learning models and guided discoveries oriented to Mandailing Batak culture, (3) knowing whether there is an interaction between the learning model and the KAM of students towards the spatial abilities of students, (4) knowing whether there is an interaction between the learning model and the KAM of students towards students' learning motivation. The instruments used consisted of: (1) spatial ability tests, (2) learning motivation questionnaires. Data analysis was performed by analysis of two-way variance (ANAVA). Research results show: (1) there are differences in spatial abilities of students through through contextual learning models and guided discoveries oriented to Mandailing Batak culture, (2) there are differences in student learning motivation through contextual learning models and guided discoveries oriented to Mandailing Batak culture, (3) not the interaction between the learning model and the KAM of students towards the spatial abilities of students, (4) there is no interaction between the learning model and the KAM of students towards students' learning motivation.

Keywords:Contextual Teaching and Learning, Guided Discovery Learning, Spatial Ability, Learning Motivation.