

ABSTRAK

Hayana Mardiyah Harahap, Pengaruh Pendidikan Realistik Matematika Terhadap Kemampuan Berpikir Komputasi dan Kemandirian Belajar Siswa SMP.

Tujuan penelitian ini untuk menganalisis: (1) perbedaan kemampuan berpikir komputasional siswa yang diajar dengan menggunakan PMR dan Pembelajaran Langsung; (2) perbedaan kemandirian belajar siswa yang diajar dengan menggunakan PMR dan Pembelajaran Langsung; (3) interaksi antara model pembelajaran dan KAM terhadap kemampuan berpikir komputasional siswa; (4) interaksi antara model pembelajaran dan KAM terhadap kemandirian belajar siswa. Populasi dalam penelitian ini seluruh siswa kelas VIII SMP Negeri 29 Medan dan sampel dalam penelitian ini adalah siswa kelas VIII-6 dan VIII-7 dengan mengambil dua kelas (kelas eksperimen dan kelas kontrol) sebanyak 60 siswa. Instrumen yang digunakan terdiri dari tes kemampuan berpikir komputasional dan skala kemandirian belajar. Data dianalisis dengan uji ANAVA dua jalur. Berdasarkan hasil analisis tersebut diperoleh: (1) kemampuan berpikir komputasional siswa di kelas PMR lebih tinggi daripada kelas pembelajaran langsung; (2) kemandirian belajar siswa di kelas PMR lebih tinggi dari pada kelas pembelajaran langsung; (3) tidak terdapat interaksi antara model pembelajaran dan KAM terhadap kemampuan berpikir komputasional; (4) tidak terdapat interaksi antara model pembelajaran dan KAM terhadap kemandirian belajar siswa. Berdasarkan hasil penelitian ini, disarankan agar pembelajaran dengan PMR dijadikan alternatif bagi guru untuk meningkatkan kemampuan berpikir komputasional dan kemandirian belajar siswa.

Kata Kunci: PMR, Kemampuan Berpikir Komputasional, Kemandirian Belajar.

ABSTRACT

Hayana Mardiyah Harahap, The Influence of Realistic Mathematics Education on Computational Thinking Ability and Learning Independence of Junior High School Students.

The purpose of this study is to analyze: (1) the differences in the computational thinking skills of students taught using PMR and Direct Learning; (2) the difference in the learning independence of students taught using PMR and Direct Learning; (3) the interaction between the learning model and KAM on students' computational thinking skills; (4) the interaction between the learning model and KAM on student learning independence. The population in this study is all grade VIII students of SMP Negeri 29 Medan and the sample in this study is students of grades VIII-6 and VIII-7 by taking two classes (experimental class and control class) as many as 60 students. The instruments used consisted of a test of computational thinking ability and a learning independence scale. The data was analyzed by a two-track ANAVA test. Based on the results of the analysis, it was obtained: (1) the computational thinking ability of students in the PMR class was higher than in the direct learning class; (2) students' learning independence in PMR classes is higher than in direct learning classes; (3) there is no interaction between the learning model and KAM on computational thinking skills; (4) there is no interaction between the learning model and KAM on student learning independence. Based on the results of this study, it is suggested that learning with PMR be used as an alternative for teachers to improve computational thinking skills and student learning independence.

Keywords: PMR, Computational Thinking Ability, Learning Independence.

