

ABSTRAK

MEGA MULTINA. Perbedaan Kemampuan Penalaran dan Disposisi Matematis antara Siswa yang Diberi Model Pembelajaran Berbasis Masalah dengan Pembelajaran Bersiklus di MTsN Lhokseumawe.

Kata Kunci: Model Pembelajaran Berbasis Masalah, Pembelajaran Bersiklus, Kemampuan Penalaran dan Disposisi

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan penalaran dan disposisi matematis antara siswa yang diajarkan menggunakan model pembelajaran berbasis masalah dengan siswa yang diajarkan menggunakan model pembelajaran bersiklus. Selain itu, dalam penelitian ini juga untuk mengetahui terdapat atau tidak terdapatnya interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan penalaran dan disposisi matematis siswa. Penelitian ini dilaksanakan di MTsN Lhokseumawe. Sampel penelitian ini terdiri dari 2 kelas eksperimen, yaitu kelas VIII-8 sebagai kelas eksperimen 1 mendapat perlakuan dengan model pembelajaran berbasis masalah dan kelas VIII-4 sebagai kelas eksperimen 2 mendapat perlakuan dengan model pembelajaran bersiklus. Hasil analisis data terhadap tes kemampuan awal, tes kemampuan penalaran dan angket disposisi menunjukkan bahwa data berdistribusi normal dan memiliki varians yang homogen. Selanjutnya untuk menjawab rumusan masalah digunakan ANAVA dua jalur. Dari hasil perhitungan ANAVA didapat kesimpulan bahwa: (1) Terdapat perbedaan kemampuan penalaran matematis siswa yang diajarkan menggunakan model pembelajaran berbasis masalah dengan siswa yang diajarkan menggunakan model pembelajaran bersiklus. (2) Terdapat interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan penalaran matematis siswa. (3) Terdapat perbedaan disposisi matematis siswa yang diajarkan menggunakan model pembelajaran berbasis masalah dengan siswa yang diajarkan menggunakan model pembelajaran bersiklus. (4) Terdapat interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap disposisi matematis siswa.



ABSTRACT

MEGA MULTINA. The Differences of Students' Reasoning Ability and Disposition Mathematical among Students Who were Given by Problem Based Learning Model with Learning cycle in MTsN Lhokseumawe.

Keywords: Problem Based Learning Model, Learning cycle, Reasoning Ability and Disposition

This study aimed to determine the differences of students' reasoning ability and mathematical dispositions between students that were taught using problem based learning with students that were taught using learning cycle model. Additionally, in this study was also to find out whether were or there were no interaction between the learning model with students' early mathematical ability to students' mathematical reasoning ability and dispositions. This research was conducted in MTsN Lhokseumawe. The research sample consisted of two experimental classes, namely class VIII-8 as the experimental class 1 treated with problem-based learning model and VIII-4 as the experimental class 2 treated with learning cycle model. The results of data analysis to test the ability of early, test reasoning ability and disposition questionnaire showed that the normal distribution of data and had a homogeneous variance. Furthermore, to answer the problem formulation researcher used ANOVA two ways. From the results calculation of ANOVA concluded that: (1) There are differences of students' mathematical reasoning ability taught using problem based learning with students taught using learning cycle model. (2) There was interaction between the learning model with students' early mathematical ability to students' mathematical reasoning abilities. (3) There were differences in students' mathematical disposition taught using problem based learning with students taught using learning cycle model. (4) There was interaction between the learning model with students' early mathematical ability to the students' mathematical disposition.