

ABSTRAK

Hasanah. Peningkatan Pemahaman Konsep Matematika dan Minat Belajar Siswa Melalui Pembelajaran Berbasis Masalah Pada Siswa Kelas IV MIS Al-Washliyah Tandam Hilir II. Tesis Program Pascasarjana Universitas Negeri Medan, 2016.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan pemahaman konsep matematika dan minat belajar siswa setelah diterapkannya pembelajaran berbasis masalah dan untuk melihat interaksi antara kemampuan awal dan pembelajaran terhadap peningkatan kemampuan pemahaman konsep matematika dan minat belajar siswa. Jenis penelitian eksperimen semu dengan sampel penelitian sebanyak 23 siswa pada kelas eksperimen dan 24 siswa pada kelas kontrol. Instrumen yang digunakan adalah tes kemampuan awal, tes kemampuan pemahaman konsep matematika dan angket minat belajar. Data yang diperoleh dianalisis dengan anava dua jalur. Hasil penelitian menunjukkan bahwa (1) peningkatan kemampuan pemahaman konsep matematika siswa yang memperoleh pembelajaran berbasis masalah lebih tinggi daripada siswa yang memperoleh pembelajaran biasa (2) peningkatan minat belajar siswa yang memperoleh pembelajaran berbasis masalah lebih tinggi daripada siswa yang memperoleh pembelajaran biasa (3) Tidak terdapat interaksi antara kemampuan awal dengan pembelajaran terhadap peningkatan kemampuan pemahaman konsep (4) Tidak terdapat interaksi antara kemampuan awal dengan pembelajaran terhadap peningkatan minat belajar siswa.

Kata kunci : kemampuan pemahaman konsep, minat belajar, kemampuan awal, pembelajaran berbasis masalah



ABSTRACT

Hasanah. Increasing Mathematics Concept Understanding Ability and Learning Interest of Student Through Problem Based Learning at Class IV MIS Al-Washliyah Tandam Hilir II. Thesis. Post Graduate Program State University Of Medan, 2016.

The research aims to know increasing the mathematics concept understanding ability and learning interest of student after the implementation of problem-based learning and to see the interaction between early skills and learning to increasing mathematics concept understanding ability and learning interest of student. The design of this research was quasi-experimental. There were 47 students as the sample of this study containing 23 students at experiment class and 24 students at control class. The instruments is used consist of the test early mathematics skills, the test mathematics concept understanding ability and the questionarie learning interest. The data were analyzed by applying two ways analysis of variance (ANOVA). The result showed that (1) The increasing the mathematics concept understanding ability taught by using problem based learning was higher than that taught by using usual learning (2) The increasing learning interest of student taught by using problem based learning was higher than that taught by using usual learning (3) There was no interaction between early mathematics skills and learning with increasing the mathematics concept understanding ability (4) There was no interaction between early mathematics skills and learning with increasing learning interest of student.

Keyword : concept understanding ability, learning interest, early skills, problem based learning.