ABSTRACT

Evi SArbowo. (2016). The application of the problem posing approach on increased capacity understanding the concept of mathematics high school students

Mathematics is one of the core curriculum subjects that are taught at each level of education. In mathematics learning objectives stated in the curriculum focus was understanding of mathematical concepts. But in reality there are many students who are weak in mathematics because of the lack of understanding has the ability to recognize the basic concepts of mathematics which deals with the subject that is being discussed. One alternative learning that can improve students' understanding of mathematical concepts is learning by using approach Problem Posing. With this learning can make students more active into Classroom Learning where each group should be able to create questions of the existing situation or the reformulation of the problems that exist with some changes to make it more simple and can be understood in order to solve complicated problems. The purpose of this research is (1) to know the mathematical concept understanding increased ability of students to use learning with Problem Posing approach is better than the usual learning; (2) to know the students' attitudes toward learning by using approach Problem Posing. This research is experiment research. The subjects were students of class X SMA Pasundan 7 Bandung and research samples are two classes randomly selected classes, namely class X-1 and X-2 SMA Pasundan 7 Bandung. Instruments in this research a mathematical proficiency test students' understanding of the concept and attitude scale. Based on the analysis of research data, it is concluded : 1) increased ability of understanding mathematical concepts students use learning with Problem Posing approach better than students who use the usual learning; 2) students a positive attitude towards learning mathematics by using the approach of Problem Posing.

Keywords: Understanding of Mathematical Concepts, learning with Problem Posing Approach.