**ABSTRAK**

Maryati. (2015),“ Peningkatan Kemampuan Pemahaman Matematis Siswa Sekolah Menengah Pertama Melalui *Problem Based Learning* (PBL) dan *Direct Instruction* (DI”.

Tujuan dari penelitian ini adalah untuk mengetahui perbandingan kemampuan pemahaman matematis antara siswa yang memperoleh *Problem Based Learning* dan yang memperoleh pembelajaran *Direct Instruction* serta sikap siswa terhadap pembelajaran melalui *Problem Based Learning*. Desain penelitian yang digunakan adalah static group pretes-postes design. Populasi dalam penelitian ini adalah siswa kelas IX SMPN 1 Margahayu Kabupaten Bandung. Sedangkan sampelnya adalah siswa kelas IX B dan IX C SMP Negeri I Margahayu Kabupaten Bandung yang masing-masing terdiri dari 30 siswa. Dalam penelitian ini kelompok eksperimen memperoleh pembelajaran *Based Learning* dan kelompok kontrol memperoleh pembelajaran *Direct Instruction*. Instrumen yang digunakan dalam penelitian ini adalah tes kemampuan pemahaman matematis dan skala sikap. Berdasarkan analisis data diperoleh hasil bahwa peningkatan kemampuan pemahaman matematis siswa yang memperoleh pembelajaran melalui *Problem Based Learning* dan yang memperoleh pembelajaran melalui *Direct Instruction* tidak terdapat perbedaan secara signifikan, sedangkan sikap siswa terhadap pembelajaran melalui Problem Based Learning menunjukan sikap positif

Kata kunci: “ Kemampuan pemahaman matematis, *Problem Based Learning*,

 *Direct Instruction*”.

ABSTRACT

 Maryati. (2015), “The increasing of The Ability of Mathematic understanding of Yunior High School Students by using Problem Based Learning (PBL) and Direct Instruction (DI)”.

The aim of the research is to know the comparison of students Mathematic understanding between the students who have been treated by using Problem Based Learning Method and Direct Instruction Method, students attitude on learning process as well. The research design was static Group Pre test-Post Test Design. The population was the IX grade students of Margahayu Yunior High School – Bandung Regency. The sample were the students of IX B and IX C. Each class consisted of 30 students. In this research, experimental group has been treated by using Problem Based Learning Method and control group has been treated by using Direct Instruction. The test instrument used was the ability of mathematic understanding test and attitude scale. Based on the data analysis, the result is no significant diversification of students mathematic understanding between the students who have been treated by using Problem Based Learning Method and Direct Instruction. Whereas the students attitude, there was positive attitude when they were treated by using Problem Based Learning Method.