ABSTRAK

Heris Fatmalasari. (2017), **Implementasi Model Pembelajaran *Missouri Mathematics Project (MMP)* Berbasis Kontekstual untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis dan *Self-Regulated Learning* Siswa SMA**.

Penelitian ini dilatarbelakangi oleh pentingnya meningkatkan kemampuan pemahaman konsep. Hal ini sesuai dengan tujuan umum pendidikan matematika menurut Permendiknas (2006), serta fakta rendahnya kemampuan pemahamn konsep matematis berdasarkan observasi peneliti. Mengingat begitu pentingnya strategi dalam pemahaman konsep matematika, maka untuk membantu siswa dalam meningkatkan kemampuan pemahaman konsep sangat diperlukan langkah-langkah yang dapat mempermudah pemahaman dan penyelesaian masalah matematika. Tujuan penelitian ini adalah: 1) Untuk mengetahui peningkatan kemampuan pemahaman konsep matematis siswa yang memperoleh model pembelajaran *Missouri Mathematics Project (MMP)* berbasis kontekstual lebih tinggi daripada siswa yang memperoleh model pembelajaran *Discovery Learning*; 2) Untuk mengetahui *Self-Regulated Learning* siswa yang memperoleh model pembelajaran *Missouri Mathematics Project (MMP)* berbasis kontekstual lebih tinggi daripada siswa yang memperoleh model pembelajaran *Discovery Learning*. Penelitian ini menggunakan eksperimen murni. Populasi penelitian ini adalah seluruh siswa kelas X SMA Sumatera 40 Bandung tahun pelajaran 2017/2018 yang berjumlah 175 siswa dan terdistribusi ke dalam lima kelas. Sampel yang digunakan adalah Siswa kelas X.A (eksperimen) dan kelas X.C (kontrol) yang ditentukan dengan teknik *purposive sampling*. Desain yang digunakan adalah *Non-Equivalent Control Group Design*. Instrumen yang digunakan dalam penelitian ini adalah tes kemampuan Pemahaman Konsep Matematis, dan angket *Self-Regulated Learning*. Pengolahan dan analisis data menggunakan *uji two Independent Sample t-Test* dan uji *Mann Whitney* dengan bantuan *software Microsoft Excel* dan *software SPSS 16.0 for windows.* Berdasarkan hasil penelitian dan pembahasan, diperoleh bahwa: 1) Peningkatan kemampuan pemahaman konsep matematis siswa yang memperoleh model pembelajaran *Missouri Mathematics Project (MMP)* berbasis kontekstual lebih tinggi daripada siswa yang memperoleh model pembelajaran *Discovery Learning* 2) Peningkatan *Self-Regulated Learning* siswa yang memperoleh model pembelajaran *Missouri Mathematics Project (MMP)* berbasis kontekstual lebih tinggi daripada siswa yang memperoleh model pembelajaran *Discovery Learning*. Dengan demikian model *Missouri Mathematics Project (MMP)* berbasis kontekstual dapat dijadikan sebagai alternatif bagi guru dalam melaksanakan pembelajaran di kelas.

Kata kunci: Model Pembelajaran *Missouri Mathematics Project (MMP)* Berbasis Kontesktual, Kemampuan Pemahaman konsep Matematis, *Self-Regulated Learning*

ABSTRACT

Heris Fatmalasari. (2017), **Implementation of Missouri Mathematics Project (MMP) Based Contextual Model to Improve the Ability of Understanding Mathematical Concepts and Self-Regulated Learning High School Students.**

This research is motivated by the importance of improving the ability of concept comprehension. This is in accordance with the general objectives of mathematics education according to Permendiknas (2006), as well as the fact of low understanding of mathematical concepts based on observations of researchers. Given the importance of strategy in understanding the concept of mathematics, then to help students in improving the ability of conceptual understanding is necessary steps that can facilitate understanding and solving math problems. The aims of this research are: 1) To know the improvement of students' mathematical concept comprehension ability which acquired the contextual based learning model of Mathematics Project (MMP) is higher than the students who get the learning model of Discovery Learning; 2) To know Self-Regulated Learning students who acquired the contextual-based Missouri Mathematics Project (MMP) learning model are higher than students who acquired the Discovery Learning model of learning. This research uses pure experiment. The population of this study were all students of class X SMA Sumatera 40 Bandung academic year 2017/2018 which amounted to 175 students and distributed into five classes. The sample used is X.A class (experiment) and X.C (control) class determined by purposive sampling technique. The design used is Non-Equivalent Control Group Design. The instruments used in this research are the comprehension ability test of Mathematical Concept, and Self-Regulated Learning questionnaire. Processing and data analysis using two Independent Sample t-Test and Mann Whitney test with Microsoft Excel software and SPSS 16.0 for windows software. Based on the result of the research and discussion, it is found that: 1) Improvement of students' mathematical concept understanding that obtained learning model of contextual based M Mathematics Project (MMP) is higher than students who obtained learning model of Discovery Learning 2) Enhancement of Self-Regulated Learning of students who obtained the model The contextual based learning Mathematics Project (MMP) is higher than that of students who acquired the learning model of Discovery Learning. Thus the model of contextual based Missouri Mathematics Project (MMP) can be used as an alternative for teachers in implementing learning in the classroom.

Keywords: Learning Model Missouri Mathematics Project (MMP) Contextual Based, Ability to Understand Mathematical concept, Self-Regulated Learning