ABSTRACT

TRI NURYANA. Influence of Learnig Model Thinking Aloud Pair Problem Solving (TAPPS) to Problem Solving Problem and Mathematical Disposition of Junior High School Students

The high and low mathematics values depend on how the student can solve the problem properly. One of the reasons for the low mathematics scores of students is the low mathematical problem solving and mathematical disposition of students. Inappropriate learning models will make the learning process ineffective so that it will not infrequently affect learning outcomes and the learning objectives are not achieved. Therefore, it is necessary to apply an appropriate learning model so that learning activities will be effective and mathematical problem solving abilities and mathematical dispositions of students can be optimal. One alternative learning that is expected to optimize this ability is the Thinking Aloud Pair Problem Solving (TAPPS) learning model. The activity of the TAPPS model is heterogeneous group learning with problem solver and listener activities, where problem solver is students who solve problem and listener students who listen and pay attention to students who are doing problem solving. The purpose of this study was to determine: whether the achievement of mathematical problem solving abilities of students who obtained TAPPS learning were better than students who received conventional learning; whether students' mathematical dispositions who get TAPPS learning are better than students who obtain conventional learning; is there a correlation between mathematical dispositions and mathematical problem solving abilities of students who obtain TAPPS learning. This research method is a quasi-experimental because it uses pre-formed classes. Subjects in this study were seventh grade students of Bina Kusumah Kasomalang Middle School with the object that is the influence of Thinking Aloud Pair Problem Solving Learning Models on Students' Problem Solving and Mathematical Disposition Abilities. The instruments in this study were tests and questionnaires on mathematical dispositions. Based on data analysis, it can be concluded that: 1) Achievement of mathematical problem solving abilities of students who obtain TAPPS learning is better than students who obtain conventional learning 2) Mathematical disposition of students who get TAPPS learning better than students who obtain conventional learning 3) There is a correlation between mathematical disposition with mathematical problem solving abilities of students who received TAPPS learning with moderate correlation categories.

Keywords: Mathematical Problem Solving, Thinking Aloud Pair Problem Solving and Mathematical Disposition