ABSTRACT

Nurnini. (2018) **Improved Understanding Mathematical Concept and Curiosity of Junior High School Students with Learning Model Conceptual Understanding Procedures (CUPs)**

The purpose of this research is to know whether the improvement of students' mathematical concept comprehension ability which get learning model Conceptual Understanding Procedures (CUPs) is better than students who get the model of Discovery Learning, to find out whether Curiosity students who acquired Conceptual Understanding Procedures (CUPs) model learning are better than students who acquired the Discovery Learning model, to find out whether there is a positive correlation between the ability to comprehend mathematical concepts and Curiosity students who obtained the model of Conceptual Understanding Procedures (CUPs). The methodology it is research experiment, with pretest and posstest group design, involving two groups. The population in this research is all students of class VII of SMP Negeri 2 Sukaraja. The sample in this study is the students of class VII.A as the experimental class and students of class VII.B as a control class selected by class random technique. The instruments used are the ability to comprehend the concept of mathematical type of description and questionnaire of mathematical curiosity. Data analysis of mathematical concept comprehension ability using Independent sample t-test through SPSS 20.0 for Windows program as well as analysis of mathematical curiosity data, where data is converted first into quantitative data using MSI (Method of Succesive Interval). Based on data analysis, obtained the conclusion that: (1) the ability to understand the mathematical concepts of students who gain learning with Conceptual Understanding Procedures (CUPs) model is better than students who acquire mathematics learning with learning Discovery Learning; (2) mathematical curiosity of students who acquired the Conceptual Understanding Procedures (CUPs) learning model is better than students who acquired Discovery Learning; (3) there is no correlation between mathematical curiosity with the ability to comprehend mathematical concepts of students using Conceptual Understanding Procedures (CUPs).

Keywords: conceptual understanding ability, Conceptual Understanding Procedures (CUPs) and mathematical curiosity.