ABSTRACT


The purpose of this study is to examine the application of Generative Learning Models to improving the ability of mathematical understanding and its impact on student self-regulated learning. The method used in this study is a quasi-experimental method because researchers use existing classes. The population in this study were all seventh grade students of SMPN 2 Cimenyan Bandung. The sample in this study was VII A students as the experimental class and VII B students as the control class. The instrument used a test of description type mathematical comprehension ability and self-regulated learning questionnaire. The instrument meet a demands criteria of a good instruments. Data analysis of mathematical comprehension ability using Independent Sample T-Test through the help of Software SPSS 20.00 for Windows as well as self-regulated learning questionnaire data analysis, where data is first converted into quantitative data using MSI (Method of Successive Interval). Based on the results of data analysis, it can be concluded that: (1) Increased mathematical understanding of students who get the Generative Learning model is better than students who get the Direct Instruction learning model; (2) Completeness of the mathematical understanding of students who get the Generative Learning model if viewed as a whole or when viewed from each indicator, more than half the number of students has completed the ability of mathematical understanding after learning with the Generative Learning model; (3) Self-Regulated Learning students who get the Generative Learning model are better than students who get the Direct Instruction learning model.

Keywords : Generative Learning Model, Mathematical Understanding, and Self-Regulated Learning