THE APPLICATION OF THE MODELELICITING ACTIVITIES (MEAS) TO IMPROVING MATHEMATICAL CRITICAL THINKING ABILITY AND MATHEMATICAL DISPOSITION OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of this study are: 1) To find out the increase in mathematical critical thinking abilities of students who obtain model eliciting activities (MEAs) is higher than students who obtain conventional learning models; 2) To find out the achievement of mathematical disposition of students who obtain model eliciting activities is better than students who obtain conventional learning models; 3) To find out whether there is a correlation between mathematical critical thinking abilities and mathematical disposition of students who obtain model eliciting activities.The research was conducted at Junior High School No. 3 Cimenyan with a sample of the study using 2 classes of students of class VII A and students of class VII B. Class VII A obtained learning Model Eliciting Activies (MEAs) and class VII B obtained conventional learning.The research instrument used was a mathematical critical thinking ability test instrument and a non-test instrument in the form of a mathematical disposition questionnaire. The instruments has been tested and has met the requirements to be used as research instruments. Data analysis using SPSS Statistics 23 for Windows software. Based on the results of data analysis, the following conclusions are obtained: 1) The increase in mathematical critical thinking abilities of students who obtain model eliciting activities (MEAs) is higher than students who obtain conventional learning models; 2) Mathematical disposition of students who obtain model eliciting activities (MEAs) is better than with students who obtain conventional learning models; 3) There is a correlation between mathematical critical thinking ability and students' mathematical disposition who obtained the model eliciting activities (MEAs)

Keywords: *Model eliciting activies (MEAs), critical thinking skills, and mathematical disposition*