ABSTRACT

Nnengsih, (2016). Critical Review of Connection Ability and Mathematical Disposition in REACT (Relating, Experiencing, Applying, Cooperating, Transfering) in Secondary School

The low ability of mathematical connections and the mathematical disposition of high school students is a problem that requires educators to be able to create and implement new models and approaches in learning. The learning model that can be used to improve mathematical connection and disposition skills is the REACT learning model. The method used in this research is a type of literature study research which aims to conduct studies that focus on the use of the REACT learning model which is thought to improve the mathematical connection ability and mathematical disposition of high school students. Sources of data used in this study are primary data and secondary data. The research technique used in this research is Editing, Organizing, and Finding. The data analysis techniques used in this research are deductive, inductive, and comparative techniques. Based on the data analysis, it is concluded that (1) The REACT learning steps reflected in the acronym are as follows: (a) relating, (b) experiencing, (c) applying, (d)) cooperation (cooperating), and (e) transferring (transferring), (2) The REACT learning model has a positive effect on the improvement of students' mathematical connection skills, meaning that there is an increase in mathematical connection skills through the REACT learning model both for junior high school students and junior high school students (3) There is a positive influence in the REACT learning model on the mathematical disposition ability, where the mathematical disposition ability through the REACT learning model is better than the mathematical disposition of students who get conventional learning.

Key words: REACT learning model (Relating, Experiencing, Applying, Cooperating, Transfering), mathematical connection ability, mathematical disposition ability.