

## **ABSTRACT**

Dwi Luthfiah Yuliyanti (2022). ***Improving Mathematic Connection Ability and Self-regulated Learning of Junior High School through the Missouri Mathematics Project Model assisted with Geoboard Media.***

*Mathematical connection ability is one of the basic skills that must be possessed and developed in learning mathematics. However, mathematical connection skills are still low among students in Indonesia. One alternative learning that can improve students' mathematical connection skills and self-regulated learning is the Missouri Mathematics Project. The aims of this study are: (1) To find out whether the increase in mathematical connection skills of students who receive Missouri Mathematics Project learning with the aid of Geoboard Media is higher than students who receive conventional learning. (2) Knowing whether the Self-Regulated Learning of students who received Missouri Mathematics Project learning with the aid of Geoboard Media was better than students who received conventional learning. (3) Knowing whether there is a positive correlation between mathematical connection ability and Self-Regulated Learning of students who receive the Missouri Mathematics Project learning model assisted by Geoboard Media. The method used in this study is a quasi-experimental design with a quasi-experimental design. The subjects of this study were randomly selected as many as two classes, namely, class 7D as the experimental class and 7E as the control class at SMPN 9 Serang City. The research instrument used consisted of a mathematical connection ability test instrument in the form of a description (pre-test and post-test), and a non-test instrument in the form of a Self-regulated Learning questionnaire. Data analysis used parametric tests on pre-test and post-test data through SPSS 26 software. From the results of data analysis of research results, the following conclusions were obtained: (1) The increase in mathematical connection ability that obtained the Missouri Mathematics Project learning model assisted by Geoboard was higher than with students who get conventional learning models. (2) Self-regulated learning of students who received the Missouri Mathematics Project learning model with the aid of Geoboard was better than students who received the conventional learning model. (3) There is a correlation between mathematical connection ability and Self-regulated Learning of students who received the Geoboard-assisted Missouri Mathematics Project learning model.*

**Keywords:** *Mathematical Connection Ability, Missouri Mathematics Project, Self-regulated Learning, Geoboard.*