

ABSTRAK

DESAIN DIDAKTIS ARITMETIKA SOSIAL MELALUI MODEL PEMBELAJARAN GENERATIF UNTUK MENGEMBANGKAN KEMAMPUAN DAN DISPOSISI REPRESENTASI MATEMATIS PESERTA DIDIK

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Penelitian ini bertujuan untuk mendapatkan desain didaktis Aritmetika Sosial yang dikembangkan melalui model pembelajaran Generatif serta mengembangkan kemampuan dan disposisi representasi matematis peserta didik. Penelitian ini mengacu pada prosedur penelitian dan pengembangan oleh Borg & Gall yaitu penelitian pendahuluan, perencanaan dan pengembangan produk, validasi, revisi-revisi dan uji lapangan. Hasil validasi ahli menyatakan desain didaktis layak untuk diteliti lebih lanjut. Hasil uji lapangan menunjukkan bahwa capaian kemampuan representasi yang tinggi diimbangi capaian disposisi representasi matematis yang tinggi pula. Dengan demikian dapat disimpulkan bahwa desain didaktis Aritmetika Sosial yang dikembangkan melalui model pembelajaran Generatif dapat mengembangkan kemampuan dan disposisi representasi matematis peserta didik.

Kata kunci: desain didaktis, kemampuan dan disposisi representasi matematis

ABSTRACT

THE DIDACTIC DESIGN OF SOCIAL ARITHMETIC WITH GENERATIVE LEARNING TO DEVELOP THE ABILITY AND DISPOSITION IN MATHEMATICAL REPRESENTATION

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This research was aimed to obtain the didactic design of social arithmetic developed by the generative learning and developed the ability and disposition of mathematical representation. This research referred to Borg and Gall's research and development procedure. The stages of development were preliminary research, planning and developing of product, validation, revisions and field tests. Expert validation resulted suggest that didactic design was feasible for further investigation. Field tests result showed that high representation values were balance by high mathematical representation disposition values. In conclusion, the didactic design of social arithmetic developed by the generative learning could develop the ability and disposition of mathematical representation.

Keywords: didactic design, ability and disposition of mathematical representation