

ABSTRAK

**PENGARUH MODEL PEMBELAJARAN CORE (*CONNECTING*,
ORGANIZING, *REFLECTING*, DAN *EXTENDING*)
TERHADAP PEMAHAMAN KONSEP
MATEMATIS SISWA
(Studi pada Siswa Kelas VIII SMP Muhammadiyah 1 Ambarawa Semester
Genap Tahun Pelajaran 2022/2023)**

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Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran CORE (*connecting*, *organizing*, *reflecting* dan *extending*) terhadap pemahaman konsep matematis siswa. Populasinya adalah seluruh siswa kelas VIII SMP Muhammadiyah 1 Ambarawa semester genap tahun pelajaran 2022/2023 yang terdistribusi dalam tiga kelas. Sampelnya yaitu siswa kelas VIII-A sebagai kelas eksperimen dan kelas VIII-C sebagai kelas kontrol yang dipilih dengan teknik *cluster random sampling*. Desain yang digunakan adalah *posttest-only control group design*. Data penelitian ini merupakan data kuantitatif yang diperoleh dari tes pemahaman konsep matematis siswa. Hasil analisis data menunjukkan bahwa pemahaman konsep matematis siswa pada pembelajaran CORE (*connecting*, *organizing*, *reflecting* dan *extending*) lebih tinggi daripada pemahaman konsep matematis siswa pembelajaran konvensional. Dengan demikian, penerapan model pembelajaran CORE (*connecting*, *organizing*, *reflecting* dan *extending*) berpengaruh terhadap pemahaman konsep matematis siswa.

Kata Kunci: Model pembelajaran CORE, Pemahaman konsep matematis siswa, Pengaruh

ABSTRACT

THE EFFECT OF THE CORE (CONNECTING, ORGANIZING, REFLECTING, AND EXTENDING) LEARNING MODEL ON STUDENTS' MATHEMATICAL CONCEPTUAL UNDERSTANDING

(A Study of Eighth Grade Students of SMP Muhammadiyah 1 Ambarawa in the Even Semester of the 2022/2023 Academic Year)

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This study aimed to determine the effect of the implementation of the CORE (Connecting, Organizing, Reflecting, and Extending) learning model on students' mathematical conceptual understanding. The population of this study consisted of all eighth-grade students of SMP Muhammadiyah 1 Ambarawa in the even semester of the 2022/2023 academic year, which were distributed into three classes. The samples were students of class VIII-A as the experimental group and class VIII-C as the control group, selected using the cluster random sampling technique. The research design employed was a posttest-only control group design. The data were quantitative in nature and were obtained from a test of students' mathematical conceptual understanding. The results of data analysis showed that students' mathematical conceptual understanding taught using the CORE (Connecting, Organizing, Reflecting, and Extending) learning model was higher than that of students taught using conventional learning. Therefore, it can be concluded that the CORE (Connecting, Organizing, Reflecting, and Extending) learning model has a significant effect on students' mathematical conceptual understanding.

Keywords: CORE learning model, Students' mathematical conceptual understanding, Effect