

ABSTRAK

Dwi Pristiyaningsih: Perbandingan Keefektifan Model Pembelajaran *Auditory Intellectually Repetition* (AIR) dan *Problem Based Learning* (PBL) Terhadap Kemampuan Pemahaman Matematis Siswa. Skripsi. Strata Satu. Universitas Mercu Buana Yogyakarta 2020.

Tujuan dari penelitian ini adalah (1) Menguji efektifitas model pembelajaran *Auditory Intellectually Repetition* (AIR) dan *Problem Based Learning* (PBL) terhadap kemampuan pemahaman matematis siswa, (2) Menguji manakah diantara model pembelajaran *Auditory Intellectually Repetition* (AIR) dengan *Problem Based Learning* (PBL) yang lebih efektif terhadap kemampuan pemahaman matematis siswa. Penelitian ini merupakan penelitian eksperimen dengan *Pretest-Posttest Control Design*. Populasi pada penelitian ini adalah siswa kelas VIII Sekolah Menengah Pertama. Instrumen penelitian yang digunakan pada penelitian ini adalah tes kemampuan pemahaman matematis.

Uji efektifitas penggunaan model pembelajaran *Auditory Intellectually Repetition* (AIR) dan model pembelajaran *Problem Based Learning* (PBL) menggunakan uji *Wilcoxon*. Selain itu untuk melihat model pembelajaran mana yang lebih efektif terhadap kemampuan pemahaman matematis siswa digunakan uji *Mann Whitney*.

Hasil penelitian menunjukkan bahwa model pembelajaran *Auditory Intellectually Repetition* (AIR) dan *Problem Based Learning* (PBL) efektif terhadap kemampuan pemahaman matematis siswa. Berdasarkan penelitian ini, diperoleh hasil bahwa model pembelajaran *Problem Based Learning* (PBL) lebih efektif dari pada model pembelajaran *Auditory Intellectually Repetition* (AIR) terhadap kemampuan pemahaman matematis siswa.

Kata Kunci: *Auditory Intellectually Repetition* (AIR), *Problem Based Learning* (PBL), pemahaman matematis

ABSTRACT

Dwi Pristiyaningsih: Comparison of the Effectiveness Auditory Intellectually Repetition (AIR) Learning Model and Problem Based Learning (PBL) to Student's Mathematical Understanding Ability. Script. Strata One. Mercu Buana University Yogyakarta 2020.

This research aims to (1) Test the effectiveness of Auditory Intellectual Repetition (AIR) learning model and Problem Based Learning (PBL) to student's mathematical understanding ability (2) Test which one more effective learning model among Auditory Intellectually Repetition (AIR) and Problem Based Learning (PBL) to the student's mathematical understanding ability. This research was secondary research with pretest-posttest control design. The population of this research was class VIII of Junior High School. The research instrument was mathematical understanding ability test.

The effectiveness test for calibrating Auditory Intellectual Repetition (AIR) learning model and Problem Based Learning (PBL) was Wilcoxon test. Besides, to viewed the more effective model used Mann Whitney test.

The results showed that Auditory Intellectual Repetition (AIR) and Problem Based Learning (PBL) were effective to the student's mathematical understanding ability. Based on this research result showed that Problem Based Learning (PBL) was more effective than Auditory Intellectual Repetition (AIR) learning model to the student's mathematical understanding ability.

Keywords: Auditory Intellectual Repetition (AIR), Problem Based Learning (PBL), mathematical understanding.