**ABSTRAK**

**AKHRIANI.** *Komparasi Keefektifan Pendekatan Problem Posing Model Dan Pendekatan Problem Dalam Pembelajaran Matematika Pada Kelas VIII SMP LPP UMI Makassar, Materi pokok Bangun Ruang Sisi Datar* (dibimbing oleh Alimuddin dan Awi Dassa)

Jenis penelitian ini adalah penelitian eksperimen yang bertujuan untuk: mengetahui perbandingan keefektifan antara pendekatan problem posing dan pendektan problem solving pada materi bangun ruang sisi datar. Perbandingan keefektifan yang dimaksud dilihat dari (1) aktivitas siswa, (2) respons siswa, dan (3) hasil belajar siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP LPP UMI Makassar dan sampel terdiri dari dua kelas yakni kelas VIII.a untuk eksperimen I diajarkan menggunakan pendekatan problem posing dan kelas VIII.b untuk eksperimen II diajarkan menggunakan pendekatan problem solving yang dipilih menggunakan teknik simple *purposive sampling*. Instrumen yang digunakan lembar observasi aktivitas siswa, lembar observasi model keterlaksanaan pembelajaran, lembar angket respon siswa, dan tes hasil belajar. Data yang dikumpulkan terdiri atas hasil belajar siswa, data aktivitas siswa dalam pembelajaran, dan data respons siswa terhadap perangkat dan pembelajaran. Data aktivitas siswa dan respons siswa dianalisis menggunakan persentase sedangkan data hasil belajar siswa dianalisis menggunakan analisis deskriptif dan analisis inferensial.

Hasil penelitian menunjukan bahwa Hasil belajar siswa yang diajar dengan Pendekatan Problem Posing berada pada kategori *tinggi* dengan rata-rata 89,60 dan standar deviasi 3,70. Serta terjadi peningkatan kemampuan siswa yang signifikan dari *pre-test* ke *post-test*, dengan taraf signifikan 0,001. Aktivitas siswa dalam pembelajaran minimal berada pada kategori *baik* serta respons siswa terhadap perangkat dan pembelajaran termasuk dalam kategori *positif*. Hasil belajar siswa yang diajar dengan pendekatan problem solving berada pada kategori *tinggi* dengan rata-rata 85,37 dan standar deviasi 4,75. Serta terjadi peningkatan kemampuan siswa yang signifikan dari *pre-test* ke *post-test*, diperoleh taraf signifikan 0,001. Aktivitas siswa dalam pebelajaran minimal berada pada kategori *baik* serta respons siswa terhadap perangkat pembelajaran termasuk dalam kategori *positif*.

Hasil uji hipotesis pada taraf siginifikan $α=0,05$ dengan uji-*t* menunjukan bahwa pendekatan problem posing model lebih efektif daripada pendekatan problem solving dengan materi pokok bangun ruang sisi datar dikelas VIII SMP LPP UMI Makassar.

Kata Kunci : *Perbandingan, Problem Posing, Problem Solving, Bangun Ruang*

**ABSTRACT**

AKHRIANI. 2014. *The Comparative of Effectiveness of Problem Posing and Problem Solving Approach in Learning Mathematics of Class VIII at SMP LPP UMI Makassar on the Subject of Plane Geometry (supervised by Alimuddin and Awi Dassa)*

 This research is an experimental research which aims to determine the ratio between the effectiveness of problem-posing and problem solving approach to the subject of plane Geometry. Comparative effectiveness is based on (1) students’ activities, (2) students’ responses and (2) students’learning outcomes. The populations in this study were all students of class VIII at SMP LPP UMI Makassar and the sample consisted of two classes, namely class VIII A for experiment I taught by using problem posing approach and class VIII B for experiment II taught by using a problem solving approach which selected using simple purposive sampling technique. The instruments used were observation sheets of student activity, observation sheets of learning feasibility models, questionnaire of student responses, and achievement test. The data collected consisted of students’learning outcomes, students’ learning activities and students’responses were analyzed using percentages while students’ learning outcomes were analyzed using descriptive analysis and inferential analysis.

 The results showed that the learning outcomes of students who were taught through Problem Posing approach were at the high category by the mean score of 89,60 and a standard of devenition of 3,70. There is a significant increase in the ability of students from pre-test to post-test by significance level of 0,001. Students’ leaning activities are in a good category as well as the response of students towards learning and instrument included in the positive category. Learning outcomes of students who were taught through problem solving approach was at the high category by a mean score of 85,37 and a standard of deviation of 4,75. There is also a significant increase in students’ ability from pre-test to post-test by significant level 0,001. Students learning activities are a good category as well as the responses of students learning and instrument included in the positive category.

 The result of hypothesis testing which on a significant level = 0,05 with a t-test showed that the problem posing approach is more effective than problem solving approach to the subject of plane Geometry in class VIII at SMP LPP UMI Makassar.

Keywords: Comparison, Problem Posing, Problem Solving, Buil Space