**ABSTRAK**

**Auliaul Fitrah Samsuddin, 2014**. Pengaruh Penggunaan Model *Missouri Mathematics Project* dengan Metode *Index Card Match* terhadap Hasil Belajar Matematika Siswa Kelas XI IPA SMAN 21 Makassar. Skripsi. Jurusan Matematika, Fakultas Matematika dan Ilmu Pengetahuan Alam. Universitas Negeri Makassar (dibimbing oleh Hamzah Upu dan Ilham Minggi).

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model *Missouri Mathematics Project* dengan metode *Index Card Match* terhadap hasil belajar dimana aktivitas dan respon siswa juga dipertimbangkan. Satuan eksperimen dalam penelitian ini adalah kelas XI IPA 2 sebagai kelas eksperimen dan kelas XI IPA 3sebagai kelas kontrol. Data dikumpulkan dari lembar observasi aktivitas siswa dan angket respon siswa serta tes hasil belajar matematika, yaitu *pretest* dan *posttest*. Data dianalisis secara deskriptif dan statistika inferensial. Hasil analisis deskriptif menunjukkan bahwa (1) aktivitas siswa pada proses pembelajaran dengan model *Missouri Mathematics Project* dengan metode *Index Card Match* dikategorikan baik dengan persentase 70.34% (2) aktivitas siswa pada proses pembelajaran dengan model Konvensional dikategorikan baik dengan persentase 68.58% (3) respon siswa pada proses pembelajaran dengan model *Missouri Mathematics Project* dengan metode *Index Card Match* dikategorikan baik dengan persentase 75.33% (4) respon siswa pada proses pembelajaran dengan model Konvensional dikategorikan baik dengan persentase 65.78% (5) peningkatan hasil belajar matematika siswa yang diajar dengan model *Missouri Mathematics Project* (MMP) dengan metode *Index Card Match* dikategorikan sedang dengan rata-rata 0.604. (6) the peningkatan hasil belajar matematika siswa yang diajar dengan model Konvensional dikategorikan sedang dengan rata-rata 0.516. Sedangkan dari hasil analisis statistika inferensial menggunakan uji *Independent sample t test* menunjukkan bahwa *p-value* yang diperoleh adalah 0.005, yang kurang dari $α$ = 0.05. Jadi, dapat disimpulkan bahwa peningkatan hasil belajar matematika siswa yang diajar dengan menggunakan model pembelajaran *Missouri Mathematics Project* dengan metode *Index Card Match* lebih baik dibandingkan peningkatan hasil belajar matematika siswa yang diajar dengan menggunakan model konvensional.

**Kata Kunci**: *Model Pembelajaran Missouri Mathematics Project, metode Index Card Match, hasil belajar matematika.*

**ABSTRACT**

**Auliaul Fitrah Samsuddin, 2014**. The Effect of Using Missouri Mathematics Project Model with Index Card Match Method towards Students’ Mathematics Achievement of Grade XI Science Program of SMAN 21 Makassar. Thesis. Department of Mathematics, Faculty of Mathematics and Science. State University of Makassar (supervised by Hamzah Upu and Ilham Minggi).

This research aimed to find out the effect of using Missouri Mathematics Project model with Index Card Match method towards mathematics achievement which where students’ activities and responses were also taken into consideration. Experimental unit in this research were class XI IPA 2 as experiment class and class XI IPA 3 as control class. Data were collected from the observation sheet of students’ activity and the questionnaire of students’ responses as well as the mathematics achievement tests namely pretest and posttest. Data were analyzed by descriptive and inferential statistics. The results of descriptive analysis showed that (1) students’ activities in the learning process with Missouri Mathematics Project with Index Card Match method was categorized good with the percentage of 70.34% (2) students’ activities in the learning process with Conventional model was categorized good with the percentage of 68.58% (3) students’ response in the learning process with Missouri Mathematics Project with Index Card Match method was categorized good with the percentage of 75.33% (4) students’ response in the learning process with Conventional model was categorized good with the percentage of 65.78% (5) the mathematics achievement improvement of the students who were taught with Missouri Mathematics Project (MMP) model with Index Card Match method was categorized moderate with the mean score of 0.604. (6) the mathematics achievement improvement of the students who were taught with Conventional model was categorized moderate with the mean score of 0.516. While the results of inferential statistics using *Independent sample t test* shows that *p-value* obtained from the analysis test is 0.005, less than $α$ = 0.05. Thus, it can be concluded that the improvement in mathematics achievement of students who were taught using Missouri Mathematics Project model with Index Card Match method is better than the improvement in mathematics achievement of students who were taught using Conventional model.

**Keywords**: *Missouri Mathematics Project model, contextual approach, mathematics learning achievement.*