SARI

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Kata Kunci : *Means-Ends Analysis, Pop-Up Book*, Kemampuan Pemecahan Masalah.

Penelitian ini bertujuan untuk mendeskripsikan pembelajaran *Means-Ends Analysis* berbantuan *Pop-up Book* serta mengetahui perbedaan kemampuan pemecahan masalah peserta didik SMP Ky.Ageng Giri, Mranggen, Demak pada kelas eksperimen dan kelas kontrol. Adapun kriterianya yaitu: (1) mendeskripsikan proses pembelajaran *Means-ends analysis* berbantuan *Pop-up Book,* (2) rata-rata kemampuan pemecahan masalah peserta didik yang dikenai pembelajaran *Means-Ends Analysis* berbantuan *Pop-Up Book* dapat mencapai ketuntasan yaitu 72; (3) rata-rata kemampuan pemecahan masalah peserta didik pembelajaran *Means-Ends Analysis* berbantuan *Pop-Up Book* lebih baik dibanding rata-rata kemampuan pemecahan masalah peserta didik pembelajaran konvensional.

Penelitian ini menggunakan metode *mixed methods* (campuran). Populasi pada penelitian ini adalah peserta didik kelas VII SMP Ky. Ageng Giri, Mranggen, Demak tahun ajaran 2016/2017. Subjek wawancaran pada penelitian ini adalah dua peserta didik. Teknik memilih subjek wawancara dilakukan dengan teknik *purposive sampling*. Pada penelitian ini dipilih dua kelas sampel dengan menggunakan teknik *cluster random sampling*. Sampel penelitian ini yaitu kelas VII E sebagai kelas eksperimen menggunakan pembelajaran *means-ends analysis* berbantuan *pop-up book* dan kelas VII D sebagai kelas kontrol menggunakan pembelajaran konvensional. engumpulan data penelitian ini menggunakan metode observasi, metode wawancara dan metode tes. Analisis data menggunakan penilaian observer dan pegujian data dengan $\alpha = 5\%$ meliputi uji sampel, uji instrument tes dan uji hipotesis penelitian. Peneliti menggunakan uji t satu sampel independen dan uji t dua sampel independen.

Hasil penelitian menunjukkan bahwa: (1) hasil observasi kemampuan guru mengelola pembelajaran menunjukkan rata-rata persentase yaitu 92,45%, dapat diartikan bahwa kemampuan guru mengelola pembelajaran sangat baik danhasil observasi aktivitas peseta didik menunjukkan rata-rata persentase yaitu 89,1%, dapat diartikan bahwa aktivitas peserta didik sangat baik; (2) hasil *one sampel test* diperoleh *mean* 80,30 dan nilai sig. (2-taield) = 0,024 < 0,05, dapat diartikan bahwa kemampuan pemecahan masalah kelas eksperimen mencapai ketuntasan yaitu 72; (3) hasil *Independen T Test* menunjukkan rata-rata kemampuan pemecahan masalah kelas eksperimen sebesar 80,30 lebih baik dibanding rata-rata kemampuan pemecahan masalah kelas konrol sebesar 76,59 denan selisih sebesar 3,71. Oleh karena itu pembelajaran *means-ends analysis* berbantuan *pop-up book* meningkatkan kemampuan pemecahan masalah matematika peserta didik.

ABSTRACT

This research aims to describe the implementation of learning menas ends analysis aid pop-up book with knowing the difference of problem solving ability studens Ky.Ageng Giri, Mrannggen Demak of the year 2016/2017 in the experimental class and the control class. As fot the criteria that: (1) the average mathematics problem solving ability of studens with learning means ends analysis aid pop-up book can achieve mastery 72; (2) the average mathematics problem solving ability of student who get learning means ends analysis aid pop-up book was better then the average mathematics problem solving ability of studengs with klearning conventional.

The research use mixed methods. The population of this research were students of junior high scholl Ky.Ageng Giri,Mranggen, Demak period 2016/2017. The interview subject of this research were two students. The techniques choose subject interview was purposive sampling techniques. This research choose two samples class with cluster random sampling techniques. the sample was VII E as the experiment class get learning means ends analysis aid pop-up book and VII D as the control class get learning conventional. The data collection used observation, interview and tes. Testing data with assessment observer and testing data with $\alpha = 5\%$ included samle test, instumen test and test research hypotheses. The researcher used one sample T-Test and Independent sample T-Test.

The results of this research showed that: (1) the results observer teacher manage learning ability indicate as average of the percentage is 92,45%, which mean that the teacher manage learning ability very well and the results observer students activities indicate as average of the percentage is 89,1%, which mean that the students activities very well; (2) the result of the sample T-Test was the mean of 80,30 and the Sig. (2-tailed) = 0,024 < 0,05, which mean that the averga of problem solving ability experiment class achieved completeness that was 75; (3) the resolt independent sample t test showed thet the average of the experiment class problem solving ability was 80,30 better then control class was 76,59. The difference of them was 3,71. Therefore, the learning means ends analysis aid pop-up book was effective to improve students mathematics problem solving ability.