

Anna Khoyriyah Rusdinati. 2019. Pengaruh Model Pembelajaran *Connecting, Organizing, Reflecting, Extending* (CORE) Terhadap Kemampuan Pemecahan Masalah Siswa. Skripsi. Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1 Fatimatul Munawaroh dan Pembimbing 2 Wiwin Puspita Hadi.

ABSTRAK

Penelitian bertujuan untuk mengetahui pengaruh model pembelajaran *Connecting, Organizing, Reflecting, Extending* (CORE) terhadap kemampuan pemecahan masalah siswa SMP. Metode penelitian yang digunakan yaitu *quasi experimental design* dengan *nonequivalent control group design*. Penelitian dilaksanakan di SMP Negeri 6 Pamekasan dengan populasi seluruh siswa kelas VII dan sampel kelas VIIA dan VIIB. Materi pelajaran yang digunakan adalah materi pemanasan global. Sampel yang digunakan, yaitu kelas VII A dan VII B. Teknik analisis data menggunakan uji t sampel bebas. Berdasarkan hasil penelitian dapat disimpulkan bahwa; (1) ada perbedaan kemampuan pemecahan masalah siswa kelas kontrol dan kelas eksperimen yang menggunakan model pembelajaran (CORE) dengan signifikansi $0,000 < 0,05$ maka H_1 diterima, (2) Kemampuan pemecahan masalah siswa kelas eksperimen lebih tinggi daripada kelas kontrol karena pada kelas eksperimen diberikan perlakuan dengan model pembelajaran CORE, (3) Keterlaksanaan pembelajaran dengan model pembelajaran CORE terlaksana seluruhnya dan berkategori sangat baik dengan rata-rata 100%, (4) Respon siswa terhadap pembelajaran CORE adalah kuat dengan rata-rata 80%.

Kata kunci: Kemampuan Pemecahan masalah, Model pembelajaran *Connecting, Organizing, Reflecting, Extending* (CORE), Pembelajaran IPA

Anna Khoyriyah Rusdianti. 2019. *The Effect of Connecting, Organizing, Reflecting, Extending (CORE) Learning Model to Word Problem Solving Abilities of Junior High School Students*. Thesis. Natural Science Education Study Program, Education Faculty, University of Trunojoyo Madura. 1st Advisor Fatimatul Munawaroh and 2nd Advisor Wiwin Puspita Hadi

ABSTRACT

The study aimed to determine the effect of the Connecting, Organizing, Reflecting, and Extending (CORE) learning models on the problem solving abilities of Middle School students. The research method used was quasi experimental design with nonequivalent control group design. The research was conducted at SMP Negeri 6 Pamekasan with a population of all class VII students and samples in the VIIA and VIIB classes. The subject matter used is the material of global warming. The sample used is class VII A and VII B. The technique of analyzing the data uses the free sample t test. Based on the results of the study it can be concluded that; (1) there are differences in problem solving abilities of control class students and experimental classes using the CORE learning model, the significance $0,000 < 0,05$ then H_1 is accepted, (2) Problem solving ability the experimental class students were higher than the control class because the experimental class was given treatment with the CORE learning model, (3) The implementation of learning with the CORE learning model was carried out entirely and categorized very well with an average of 100%, (4) Students' responses to CORE learning were strong with an average of 80%.

Keywords: Problem solving ability, Connecting, Organizing, Reflecting, Extending learning models (CORE), Science learning