

Siti Sinukmi. 2019. *Penerapan Model Pembelajaran CUPs dengan Teknik Probing Prompting Terhadap Problem Solving Ability*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Yunin Hidayati dan Pembimbing 2:Irsad Rosidi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan pemecahan masalah siswa SMP kelas VIII melalui penerapan model pembelajaran *CUPs* dengan teknik *probing prompting*. Data-data yang dikumpulkan dalam penelitian ini berupa data tentang kemampuan pemecahan masalah siswa melalui tes uraian dalam bentuk *pretest* dan *posttest*, lembar observasi keterlaksanaan pembelajaran guru, dan angket respon siswa. Hasil penelitian menunjukkan bahwa pembelajaran berpengaruh terhadap kemampuan pemecahan masalah, dibuktikan dengan hasil uji hipotesis dengan menggunakan uji *Wilcoxon* diperoleh nilai signifikansi sebesar 0,000. Sedangkan rata-rata nilai *posttest* siswa adalah 78,13 dengan kategori tinggi. Hasil presentase keterlaksanaan pembelajaran guru adalah 89,75% dengan kriteria sangat baik. Adapun hasil angket respon siswa terhadap proses pembelajaran mencapai 87,08% dengan kriteria sangat baik. Berdasarkan data yang diperoleh dari hasil penelitian dapat disimpulkan bahwa penerapan model pembelajaran *CUPs* dengan teknik *probing prompting* dapat berpengaruh terhadap kemampuan pemecahan masalah siswa.

Kata Kunci : model pembelajaran *CUPs*, *problem solving ability*, teknik *probing prompting*

Siti Sinukmi. 2019. *Application of CUPs Learning Model with Probing Prompting Technique to Problem Solving Ability*. Thesis, Natural Science Education Study Program, Education Faculty, University Of Trunojoyo Madura. 1stAdvisor: Yunin Hidayati and 2ndAdvisor: Irsad Rosidi.

ABSTRACT

This study aims to determine the problem solving abilities of junior high school students of class VIII through the application of CUPs learning models with probing probing techniques. The data collected in this study is in the form of data about students' problem solving abilities through description tests in the form of pretest and posttest, observation sheet of teacher learning implementation, and student response questionnaires. The results showed that learning had an effect on the ability to solve problems, as evidenced by the results of hypothesis testing using the Wilcoxon test obtained a significance value of 0,000. While the average posttest value of students is 78.13 with a high category. The results of the percentage of teacher learning implementation were 89.75% with very good criteria. The results of student questionnaire responses to the learning process reached 87.08% with very good criteria. Based on the data obtained from the results of the study it can be concluded that the application of the CUPs learning model with prompting probing techniques can influence students' problem solving abilities.

Keywords: CUPs learning model, problem solving ability, prompting probing technique