ABSTRACT

The Influence of The Connecting, Organizing, Reflecting and Extending (CORE) Learning Model toward Ability of Mathematic Connection and Mathematical Communication Skills of Class XI Students SMAN 1 Kalianget School Year 2018-2019 in Derivative Material. Sirtu Firdianti

Keywords: Connecting, Organizing, Reflecting And Extending (CORE) Learning Model, Mathematical Connection Ability, Mathematical Communication Ability

Student’s mathematical connection and communication skills are still relatively low. This is due to the selection of learning models that are not yet fully student-centered, thus influencing student's mathematical connection and communication skills. This reaserch aims to know whether there is influence of the Connecting Organizing Reflecting Extending (CORE) learning models on (1) mathematical connection skills, (2) mathematical communication skills and (3) mathematical communication and connection skills of class XI students of SMAN 1 Kalianget school year 2018-2019 in derivative material.

This quasi-experimental quantitative reaserch uses the Pretest-Posttest One-Group design. The population in this reaserch was all students of class XI MIPA with samples taken by purposive sampling, namely all students of class XI MIPA 1 totaling 33 students. The instruments in this reaserch were a pre-test and post-test.

T-test with $t_{table} = 1{,}6944$ and a significance level of 5% produces the value t_{count} for variable (1) mathematical connection ability is 17,95704; (2) mathematical communication skills is 21.9916 and (3) mathematical communication and connection capabilities are 22.8931. These results indicated $t_{count} > t_{table}$, then H_o was rejected and H_a was accepted. Therefore there was influence of the CORE learning model on (1) student's mathematical connection skills, (2) student's mathematical communication skills and (3) student's mathematical connection and communication skills.