ABSTRACT

DEDY IRWANTO, The Effect of Emotional Intelligence and Learning Model Against Mathematical Problem Solving Ability of SMP Negeri 250 Jakarta Student. Thesis. Jakarta: Mathematics Education Program, Faculty of Mathematics and Natural Sciences, Universitas Negeri Jakarta, 2017.

Mathematical problem solving ability which is consisting of the ability to understanding the problems, devising the plan, carrying out the plan, and looking back, is important for students in dealing with problems not only in the field of mathematics. In SMP Negeri 250 Jakarta learning often uses only conventional learning or expository learning model. Cooperative learning model Think Pair Square (TPS) provides students the opportunity to work in individuals, in pairs, or in groups (four), but this learning model is rarely used. Emotional intelligence that consists of the ability to recognize the emotions themselves, manage and express emotions, motivate yourself, empathize and build relationships, is needed for students to solve problems, including on mathematics. Based on the above described, it is necessary to conduct a research that aims to determine the effect of emotional intelligence and learning model against the students' mathematical problem solving abilities.

This research was conducted at the eighth grade students of SMP Negeri 250 Jakarta in the first semester of the academic year 2017/2018. The research is using quasi-experimental method. The sampling technique uses purposive sampling, by taking 2 classes which is taught by the same teacher, which will use the TPS learning model and the expository learning model. Then, the students are distinguished based on their emotional intelligence by using the instruments of emotional intelligence. After the treaments given, the student is given the mathematical problem solving test. The Instruments that used on this research already have content validity, construct validity, and empirical validity. It is also reliable to be used as a research instrument.

Hypothesis test using two-way ANAVA test. Previously, the analytical prerequisite test was performed, i.e. normality test by using Lilliefors test and homogenity test by Bartlett test. Based on the ANAVA test with level of significance 0.05 giving the conclusion that there is no significant effects of the learning model to the students' mathematical problem solving abilities. And there is also no interaction between emotional intelligence and learning models against the students' mathematical problem solving abilities. The interaction graph between emotional intelligence and the learning model forming two parallel lines, so it is conclude that the data couldn't be used to test the third and fourth hypothesis (advanced test).

Keywords: Emotional Inteligents, Cooperative Learning Models type Think, Pair, Square (TPS), Mathematical Problem Solving Ability