

ABSTRAK

Risma Hayati. (2025). “Penerapan Model Pembelajaran IDEA (*Issue, Discussion, Establish, and Apply*) Untuk Meningkatkan Kemampuan *Computational Thinking Mathematis* Pada Siswa”

Penelitian ini bertujuan untuk mengetahui: (a) penerapan model pembelajaran IDEA dalam pembelajaran matematika; (b) peningkatan kemampuan *computational thinking mathematis* antara siswa yang menggunakan model pembelajaran IDEA dengan model pembelajaran konvensional; (c) pencapaian kemampuan *computational thinking mathematis* antara siswa yang menggunakan model pembelajaran IDEA dengan model pembelajaran konvensional; dan (d) respons siswa terhadap model pembelajaran IDEA. Penelitian ini dilakukan di MTs Ma'arif Cikeruh Jatinangor menggunakan metode kuasi eksperimen dengan desain *Nonequivalent Control Group Design*. Sampel penelitian terdiri dari dua kelas, yaitu kelas VII D sebagai kelas eksperimen dan kelas VII B sebagai kelas kontrol. Instrumen penelitian terdiri dari instrumen tes (*pretest dan posttest*) serta instrumen non tes yang terdiri dari lembar observasi aktivitas guru dan siswa dan lembar angket respons siswa terhadap model pembelajaran IDEA. Hasil penelitian menunjukkan bahwa: (a) penerapan model pembelajaran IDEA tergolong sangat baik berdasarkan observasi aktivitas kegiatan guru dan siswa; (b) peningkatan kemampuan *computational thinking mathematis* siswa yang menggunakan model pembelajaran IDEA lebih baik dari pada siswa yang menggunakan model pembelajaran konvensional; (c) pencapaian kemampuan *computational thinking mathematis* siswa yang menggunakan model pembelajaran IDEA lebih baik dari pada siswa yang menggunakan model pembelajaran konvensional; dan (d) respons siswa terhadap model pembelajaran IDEA tergolong sangat positif.

Kata Kunci: Kemampuan *Computational Thinking Mathematis*, Model Pembelajaran IDEA, Respons

ABSTRACT

Risma Hayati. (2025). “The Implementation of the IDEA Learning Model (Issue, Discussion, Establish, and Apply) to Improve Students' Mathematical Computational Thinking Skills”

This study aims to determine: (a) the application of the IDEA learning model in mathematics learning; (b) the improvement of mathematical computational thinking ability between students who use the IDEA learning model and conventional learning models; (c) the achievement of mathematical computational thinking ability between students who use the IDEA learning model and conventional learning models; and (d) students' responses to the IDEA learning model. This study was conducted at MTs Ma'arif Cikeruh Jatinangor using a quasi-experimental method with a Nonequivalent Control Group Design. The research sample consisted of two classes, namely class VII D as the experimental class and class VII B as the control class. The research instruments consisted of test instruments (pretest and posttest) and non-test instruments consisting of observation sheets of teacher and student activities and student response questionnaire sheets to the IDEA learning model. The results of the study showed that: (a) the application of the IDEA learning model was classified as very good based on observations of teacher and student activities; (b) the improvement of mathematical computational thinking ability of students who used the IDEA learning model was better than students who used the conventional learning model; (c) the achievement of mathematical computational thinking skills of students who use the IDEA learning model is better than that of students who use the conventional learning model; and (d) the students' response to the IDEA learning model is very positive.

Keyword: Computational Thinking Mathematics Ability, IDEA Learning Model, Respons