ABSTRAK

Izzatun Nisa Cahyadin, 1212050082, 2025, "Penerapan Pembelajaran Conincon (*Constructivism, Integrative, Contextual*) untuk Meningkatkan Kemampuan Koneksi Matematis dan *Self Persistence* Siswa"

Kemampuan koneksi matematis dan *self persistence* memiliki peran penting dalam pembelajaran matematika. Namun, kedua aspek tersebut masih perlu ditingkatkan. Penelitian ini bertujuan untuk mengetahui keterlaksanaan pembelajaran menggunakan model Conincon (*Constructivism, Integrative, Contextual*) serta menganalisis peningkatan kemampuan koneksi matematis dan *self persistence* siswa yang memperoleh pembelajaran dengan model Conincon dibandingkan pembelajaran konvensional. Metode penelitian yang digunakan adalah kuasi eksperimen dengan populasi seluruh siswa kelas VIII salah satu SMP Negeri di Kota Bandung tahun ajaran 2025/2026 dan sampel terdiri dari satu kelas eksperimen dan satu kelas kontrol yang dipilih melalui *simple random sampling*. Instrumen penelitian meliputi tes kemampuan koneksi matematis yang telah memenuhi kriteria validitas dan reliabilitas tinggi, serta dilengkapi angket *self persistence* dan lembar observasi keterlaksanaan pembelajaran yang telah divalidasi ahli. Data diolah menggunakan uji-t dan uji statistik deskriptif. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran dengan model Conincon berada pada kategori sangat baik, serta peningkatan kemampuan koneksi matematis dan *self persistence* siswa pada kelas eksperimen lebih baik dibandingkan kelas kontrol. Berdasarkan temuan tersebut, model pembelajaran Conincon dapat dijadikan sebagai alternatif model dalam pembelajaran matematika.

Kata kunci: conincon, kemampuan koneksi matematis, *self persistence*, pembelajaran matematika, pembelajaran bermakna

ABSTRACT

Izzatun Nisa Cahyadin, 1212050082, 2025, "*The Implementation of Conincon (Constructivism, Integrative, Contextual) Learning to Improve Students' Mathematical Connection Ability and Self Persistence*"

Mathematical connection ability and self-persistence play an essential role in mathematics learning; however, both aspects still require improvement. This study aims to examine the implementation of learning using the Conincon (Constructivism, Integrative, Contextual) model and to analyze the improvement of students' mathematical connection skills and self-persistence after receiving instruction through the Conincon model compared to conventional learning. The research employed a quasi-experimental method with a population consisting of all eighth-grade students at a public junior high school in Bandung in the 2025/2026 academic year. The sample comprised one experimental class and one control class selected through simple random sampling. The research instruments included a mathematical connection skills test that met high validity and reliability criteria, a self-persistence questionnaire, and an expert-validated learning implementation observation sheet. Data were analyzed using the t-test and descriptive statistical techniques. The results indicate that the implementation of the Conincon learning model falls into the "excellent" category, and that the improvement of students' mathematical connection skills and self-persistence in the experimental class was higher than that in the control class. Based on these findings, the Conincon model can be considered a viable alternative for mathematics instruction.

***Keywords**: conincon, mathematical connection ability, self persistence, mathematics learning, meaningful learning*