**ABSTRAK**

Zanef Hirga Mardan (2019). “**Perbedaan Kemampuan Koneksi Matematis dan Kemandirian Belajar Siswa yang Mendapatkan Model Pembelajaran *Contextual Teaching and Learning* dan *Connecting, Organizing, Reflecting, Extending*”.**

Masih rendahnya kemampuan koneksi matematis siswa berpengaruh terhadap prestasi belajar siswa. Oleh karena itu, perlu upaya untuk meningkatkan kemampuan koneksi matematis salah satunya dengan menggunakan model pembelajaran *Contextual Teaching and Learning* atau model pembelajaran *Connecting, Organizing, Reflecting, Extending*. Adapun tujuan penelitian ini untuk mengetahui perbedaan kemampuan koneksi matematis siswa yang mendapatkan model pembelajaran *Contextual Teaching and Learning* dan siswa yang mendapatkan model pembelajaran *Connecting, Organizing, Reflecting, Extending* serta untuk mengetahui perbedaan kemandirian belajar siswa yang mendapatkan model pembelajaran *Contextual Teaching and Learning* dan siswa yang mendapatkan model pembelajaran *Connecting, Organizing, Reflecting, Extending*. Populasi dalam penelitian ini adalah siswa SMP Negeri 1 Garut. Sampel dipilih berdasarkan teknik *purpose sampling* sebanyak dua kelas yaitu kelas VIII E sebagai kelas eksperimen I yang mendapatkan model pembelajaran *Contextual Teaching and Learning* dan kelas VIII D sebagai kelas eksperimen II yang mendapatkan model pembelajaran *Connecting, Organizing, Reflecting, Extending.* Dari analisis data tes awal dan tes akhir diketahui data kelompok ada yang berdistribusi tidak normal, kemudian dilakukan uji *Mann-Whitney*. Hasil penelitian ini menunjukan bahwa: (1) Tidak terdapat perbedaan kemampuan koneksi matematis antara siswa yang mendapatkan model pembelajaran *CTL* dan *CORE.* (2) Kualitas peningkatan kemampuan koneksi matematis siswa di kelas yang mendapatkan model pembelajaran *CTL* berdasarkan hasil analisis data gain ternormalisasi memperoleh interpretasi rendah. (3) Kualitas peningkatan kemampuan koneksi matematis siswa di kelas yang mendapatkan model pembelajaran *CORE* berdasarkan hasil analisis data gain ternormalisasi memperoleh interpretasi sedang. (4) Terdapat perbedaan kemandirian belajar antara siswa yang mendapatkan model pembelajaran *CTL* dan *CORE*. (5) Kemandirian belajar jika dilihat secara umum terhadap model pembelajaran *CTL*, maupun dari masing-masing indikator, dan skala sikap tiap individu menunjukan interpretasi cukup. (6) Kemandirian belajar jika dilihat secara umum terhadap model pembelajaran *CORE,* maupun dari masing-masing indikator, dan skala tiap individu menunjukan interpretasi cukup.

**Kata Kunci:** Kemampuan Koneksi Matematis, Kemandirian Belajar, Model Pembelajaran *Contextual Teaching and Learning*, Model Pembelajaran *Connecting, Organizing, Reflecting, Extending*.

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*The low ability of students' mathematical connections influences student achievement. Therefore, efforts are needed to improve mathematical connection skills, one of which is by using the Contextual Teaching and Learning learning model or the Connecting, Organizing, Reflecting, Extending learning models. The purpose of this study is to determine differences in mathematical connection ability of students who get the Contextual Teaching and Learning learning model and students who get the Connecting, Organizing, Reflecting, Extending learning model and to determine differences in learning independence of students who get the Contextual Teaching and Learning learning model and students who get the learning model of Connecting, Organizing, Reflecting, Extending. The population in this study were students of SMP Negeri 1 Garut. Samples were selected based on two classes of purpose sampling techniques, namely class VIII E as an experimental class I who got the Contextual Teaching and Learning learning model and class VIII D as an experimental class II who got the Connecting, Organizing, Reflecting, Extending learning models. From the analysis of the preliminary test data and the final test it is known that there are group data that are not normally distributed, then the Mann-Whitney test is performed. The results of this study indicate that: (1) There is no difference in mathematical connection ability between students who get the CTL and CORE learning models. (2) The quality of improving the mathematical connection ability of students in the class who get the CTL learning model based on the results of the normalized gain data analysis gets low interpretation. (3) The quality of improving the mathematical connection ability of students in the class who get the CORE learning model based on the results of the normalized gain data analysis gets a moderate interpretation. (4) There is a difference in learning independence between students who get the CTL and CORE learning models. (5) Learning independence if seen in general towards the CTL learning model, as well as from each indicator, and the scale of each individual's attitude shows adequate interpretation. (6) Learning independence when viewed in general terms from the CORE learning model, as well as from each indicator, and the scale of each individual shows adequate interpretation.*

***Keywords:*** *Mathematical Connection Ability, Learning Independence, Contextual Teaching and Learning Learning Model, Connecting Learning Model, Organizing, Reflecting, Extending.*