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RELATIONS BETWEEN THE ABILITY OF MATHEMATICAL CREATIVE THINKING AND INTEREST IN LEARNING MATHEMATICS HIGH SCHOOL STUDENTS USING THE METHOD OF DISCOVERY LEARNING THROUGH RECIPROCAL TEACHING APPROACH Bima Gusti Ramadan1 Muhammad Yusuf Firdaus2 Rippi Maya3 1 SMAN 6 Cimahi, Jalan melong raya No. 172, Melong, Cimahi Selatan, Kota Cimahi 2 SMA Al-Amanah Ciwidey, Jalan Raya Ciwidey No.3, Ciwidey, Kabupaten Bandung Barat 3 IKIP Siliwangi, Jalan Terusan Jenderal Sudirman Cimahi, Cimahi Tengah, Kota Cimahi 1 bemgusti7@gmail.com, 2 muhammadyusuf4189@gmail.com, 3 rippimaya@gmail.com Received: XXXXX X, XXXX; Accepted: XXXXX X, XXXX Abstrac This research aims to elucidate how the relations between the ability of mathematical creative thinking with the learning interest of students in learning using the method of discovery learning through reciprocal teaching approach.

The methods used in this research is a method of experimentation with the design of the control group pretes postes. The population in this research is the entire SMAN in Cimahi City, whereas samples randomly taken class. Class XI IPA 1 was selected as experiments class and Class XI IPA 2 was selected as the class of the control.

Experiments Class given learning method using discovery learning through reciprocal teaching approach while the control classes are given convensional learning. Research results showed the existence of a significant relationship between the ability of mathematical creative thinking and learning interest of students in learning mathematics.

Keywords: Creative Thinking, Interest to learn, Discovery Learning Method through Reciprocal Teaching Approach Abstrak Penelitian ini bertujuan untuk menelaah

bagaimana hubungan antara kemampuan berpikir kreatif matematik dengan minat belajar siswa dalam pembelajaran yang menggunakan metode discovery learning melalui pendekatan reciprocal teaching. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan desain kelompok kontrol pretes postes.

Populasi dalam penelitian ini adalah seluruh SMAN di Kota Cimahi, sedangkan sampel kelas diambil secara acak kelas. Kelas XI IPA 1 terpilih sebagai kelas eksperimen dan kelas XI IPA 2 terpilih sebagai kelas kontrol. Kelas eksperimen diberikan pembelajaran menggunakan metode discovery learning melalui pendekatan reciprocal teaching sedangkan kelas kontrol diberikan pembelajaran biasa. Hasil penelitian menunjukan adanya hubungan yang signifikan antara kemampuan berpikir kreatif matematik dan minat belajar siswa dalam pembelajaran matematika.

Kata Kunci: Berpikir Kreatif, Minat Belajar, Metode Discovery Learning melalui Pendekatan Reciprocal Teaching How to Cite: Ramadan, B. G., Firdaus, M. Y., & Maya, R. (2019). Relations Between The Ability Of Mathematical Creative Thinking And Interest In Learning Mathematics High School Students Using The Method Of Discovery Learning Through Reciprocal Teaching Approach. JIML, X (X), XX-XX. _ _ INTRODUCTION Education is very important to the survival of mankind.

This is because people in her life had never been in the adequacy of either an inner or birth. Then the absence of education can be said that human life cannot take place. One of the goals of education is to help students develop their potential as fully as possible and therefore very beneficial both for the education of students as well as for the community. With the rapid development of technology, then the rapid changes occurring in the field of education.

According to Ruseffendi (2006), Mathematics is the science of his Queen, Maid of science, arts, languages, human activities, the study of deductive, and inductive study. Mathematics as part of the curriculum at the school, holds a very important role in the efforts of improving graduates competent to be expected to be useful in society.

Not only that, the mathematics taught in school because is not direct coaching that is to educate the nation. According to Sumarmo (Istianah, 2013), The importance of critical thinking skills and creative training to students, supported by a vision of mathematics education which has two directions of development that is meeting the needs of the present and the future.

In the learning of mathematics, students are often faced with a complex problem or masalalah that are not routine. Therefore creative thinking in mathematical learning, it is

urgently needed. Creative thinking is closely related to critical thinking. Both are very basic human capabilities, which can encourage someone to constantly looking at each issue critically and trying to solve them creatively.

The ability of the creative thinking is needed in the face of an increasingly complex problems in the future. Pucio and Murdock (Sumarmo, Hidayat, Zukarnaen, Hamidah, & Sariningsih, 2012) argues, The use of the term creative thinking and creativity often for. Creativity is an umbrella as the creative product invalid constructs of the individual stages of the process, the creative creative thinking, and an environment that is conducive to the continuation of creative thinking which contains aspects of cognitive skills, affective, and metacognition.

In fact, in the field often students feel difficulties in doing a math problem. Students still feel confused, unfamiliar and haven't been able to resolve the problem are not routine or problems that required for higher order thinking. Because most students are accustomed to resolving problems that are routine and have not been able to develop his thinking process was broadly with questions that are not routine.

Changes need to be done in order to achieve optimum results, the role of the teacher is required to provide more math problems that could develop creative thinking ability of students. Thus, one of the things that need to be upgraded IE the creative thinking ability of mathematics. Other facts of the situation showed that the ability of mathematical creative thinking of students in Cimahi SMAN is still very low.

It is seen from the results of the interviews researchers on some master class XI SMAN is there in Cimahi City, that the ability of mathematical creative thinking of students in Cimahi SMAN is still low. Given the importance of the activity and creativity of students, then in school need to apply a strategy of learning that can develop and improve the activity and creativity of students.

How to select strategy in teaching need to be adapted to the material being taught so, students do not get bored with study procedures that never changes and cause burnout. Not only that, research Tarida, Ibrahim, & Anggreini, (2015) entitled, increasing the ability of the creative thinking of students through Realistic mathematics education approach to Indonesia, also shows the low ability of creative thinking.

Have previously described the lack of skills in the cognitiveaspects of mathematical creative thinking that is allegedly due to lack of catalyst for learning or can be called a lack of affective aspects of i.e. interest in learning. Therefore, cognitive aspects, namely the ability of mathematical creative thinking it was important, and particularly affective

aspects of learning interest is also important.

In addition because that has been presented before, is defined by Purnama (2016), That interest is very influential with achievements that will be obtained by the students. With a high learning interest then the process of teaching and learning activities will be more fun so that students don't feel burdened. Students who have an interest in teaching and learning activities will strive harder than students who have less interest.

High-interest student against a subject, allowing students give high attention towards the subjects it so as to allow also have high achievements. Therefore to achieve high achievement, in addition to intelligence, interest is also required for students without interest in teaching and learning to walk less effective. According to Ruseffendi (2006), Selection of methods of teaching should also pay attention to objectives, environmental conditions, and the students themselves.

In tackling the material requires students in learning activity required learning strategies that can excite the liveliness of the students in asking, pose problems and create problem solving mathematics together with the group. According to Eftafiyana, Nurjanah, Armania, Sugandi, & Fitriani, (2018), Learning problems in mathematics that have been presented previously should be immediately addressed, one that is being creative and innovative teacher who can make learning Mathematics became fun, more exciting, not boring and well liked by students.

Furthermore, in the teacher's learning activities just as a motivator and facilitator, while the learning should be student-centered aims so that an atmosphere of classrooms come alive. How to overcome the student's interest in increasing displeasure learn learning math is against by selecting an approach to teaching that can stimulate, steer, forming students learn actively as well as students can develop and improve creative thinking ability of mathematics.

And one way to create an atmosphere of learning in accordance with the conditions of the school environment. A fun learning atmosphere is expected to spur student learning spirit, so that eventually the acquired math skills students also will be better. One of the strategies that are considered to be enhancing creative thinking of mathematics is a method of discovery learning through reciprocal teaching approach.

METHOD This research uses experimental methods, where the population is a whole high school students at one school in the city of Cimahi and taken samples of two random class, namely class XI Ipa 1 as first class (experimentation) with Discovery methods Approach to learning through Reciprocal Teaching and Class XI Ipa 2 as

second class (control) use ordinary learning.

Instrument capabilities of mathematical creative thinking and learning motivation scale instruments are used for this research. Score scale is then transformed using the Method of Sucsesive Interval (MSI), and then tested using correlation Pearson Product Moment. RESULTS AND DISCUSSION Results 1. Creative thinking ability and interest in Learning Mathematics Data obtained from this research is data pretes and postes.

Pretes data used to know the ability of mathematical creative thinking of students beginning before the given action, whereas data postes used to achievement of mathematical creative thinking ability of the students after the given action. From the data the next postes pretes and retrieved data gain to see an increase in the ability of the creative thinking, the implementation method of discovery learning through reciprocal teaching approach.

To better facilitate in analyzing data results pretes and postes, here presented the results of the statistics data description pretes, postes and n-gain the ability of mathematical creative thinking of students. Table 1. Description Of Statistics Variabel _Stat _The method of Discovery Learning through Reciprocal Teaching Approach (n=36) _Regular Learning (n=36) _ _ _ _Pretes _Postes _Gain _Pretes _Postes _Gain _ _KBK _ ?? _20,31 _35,25 _0,50 _19,61 _27,75 _0,26 _ _ _% _40,61 _70,50 _50,47 _39,22 _55,50 _26,48 _ _ _S _2,012 _2,18 _0,05 _2,032 _3,34 _0,12 _ _MB _ ?? _- _82,47 _- _- _79,17 _- _ _ _% _- _68,73 _- _- _65,97 _- _ _ _S _- _10,2 _- _- _8,58 _- _ _Description: KBK : Creative thinking ability SMI KBK is 50 MB : Learning interest SMI MB is 120 The analysis of the data in table 1 yields the following findings.

On pretes, there is no difference in the ability of mathematical creative thinking of students in both the learning and the ability is very low (about 20.31 and ideal score of 19.61 50). After learning by using the method of discovery learning through reciprocal teaching approach, the ability of mathematical creative thinking (70.50% of the score, with ngain = 0.50) belongs to the medium, and this is better than ability creative thinking mathematics students who use ordinary learning (55.50% of the score, with ngain = 0.26). This indicates the ability of mathematical creative thinking of students class experiments better.

In table 1 it can be seen also interest students in classes that get a learning method using discovery learning through reciprocal teaching approaches that obtain a score an average of 82.47 (68.73%) who belongs to the category of being, this is better than students who get regular study with an average score of 65.97 (79.17%) who belongs to the category of being. Classification results obtained using learning interest calculation

of Quartil, and the results were as follows: Table 2.

Classification Learning Interest Kategori _Klasifikasi _ _High _ ?? = 91,75 _ _Medium _76,50 = ?? < 91,75 _ _Low _ ?? < 76,50 _ _ The hypothesis in this study: "there is a positive relations between the ability of mathematical creative thinking and learning interest of students in learning using the method of SMAN discovery learning through reciprocal teaching approach". 2.

Test Correlation capabilities of creative thinking and interest in Learning Mathematics After a test of normality distribution data mathematical logical thinking ability, mathematical ability of critical thinking, and the ability of mathematical creative thinking that the data obtained are not Gaussian. Therefore, the mean difference in testing capabilities in the top third is done using Pearson Correlation Test.

The existence of a correlation between the ability of mathematical creative thinking and interest in learning mathematics are analyzed using a table of correlation between two variables such as presented in table 3 and table 4 below: Table 3. Test results correlation between the ability of Mathematical creative thinking and interest in Learning Mathematics Classroom Experiments _ _Postes Creative Thinking Experiments _Interest In Learning Experiments _ _Postes Creative Thinking Experiments _Pearson Correlation _1 _0,052** _ _ _Sig.

(2-tailed) _ _0,000 _ _ _N _36 _36 _ _Interest In Learning Experiments _Pearson Correlation _0,052** _1 _ _ _Sig. (2-tailed) _0,000 _ _ _ _N _36 _36 _ _ Table 4. Test results correlation between the ability of Mathematical creative thinking and interest in Learning Mathematics Classroom Control _ _ _Postes Creative Thinking Control _Interest In Learning Control _ _Postes Creative Thinking Control _Pearson Correlation _1,000 _0,990** _ _ _Sig. (2-tailed) _.

_0,000 _ _ _N _36 _36 _ _Interest In Learning Control _Pearson Correlation _0,990** _1,000 _ _ _Sig. (2-tailed) _0,000 _. _ _ _N _36 _36 _ _ _ _The results of the analysis of table 3 above, it turns out that the value of the correlation between the results of creative mathematical thinking ability and interest in experimental class students learn of the significance 0.000 and value of 0.052. Because the value of their significance 0.000 less than 0.05 then there is a significant relations between the ability of mathematical creative thinking and interest in learning classroom experiments.

The results of the analysis as presented in table 4, it turns out that the value of the results of the correlation between the ability of mathematical creative thinking and learning interest of students in the class control is the significance 0.000 and value of

0.990. While the price of correlation (r) obtained is 0.990 which means the level of correlation is very strong. Because of the significant value of less than 0.05 0.000 then there is a significant relationship between the ability of mathematical creative thinking and interest in learning classroom control.

Discussion After the learning process in the classroom methods of discovery learning through rechiprocal approach teaching and learning with total class meetings as much as 12 times, and then given a second class on the postes. Granting postes aims to find out if there is a positive relationship between the ability of mathematical creative thinking and learning interest of students in learning using the method of SMAN discovery learning through reciprocal teaching approach.

The results of the creative thinking ability and postes now interest in learning mathematics grade experiments showed there was no significant relationship between the ability of mathematical creative thinking and interest in learning. In contrast to the results of mathematical creative thinking ability postes and interest in learning mathematics grade control shows there is a significant relationship between the ability of mathematical creative thinking and interest in learning.

In both classes, good control class or classes of experiments going on a different relationship between the ability of mathematical creative thinking and learning interest owned by students. However, if the difference in class experiments using methods of discovery learning through reciprocal teaching approach, the results of the given question form and postes after learning by using visible above the average of the results of the postes and the now late students who use ordinary learning.

The difference with the class of the control, if the ability of mathematical creative thinking student owned less, then so are the interest owned by students. Based on the results of the analysis have been presented, we can pull the conclusion that learning maths by using methods of discovery learning through reciprocal teaching approach will improve the ability of mathematical creative thinking of students, and also have a direct impact on improving the learning dimilki interest by students.

CONCLUSION There is a positive and significant relationship between creative thinking ability of Mathematics with an interest in learning of students in mathematical learning to acquire learning method using discovery learning through reciprocal teaching approach. There is a positive and significant relationship between creative thinking ability of Mathematics with an interest in learning to students who earn a regular learning.

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