

## ABSTRAK

RISKA NOVIA SARI (2014) : Peningkatan Kemampuan Penalaran, Komunikasi Matematis dan Keyakinan Kemandirian Belajar Siswa SMP Melalui Pembelajaran Penemuan Terbimbing

Penelitian ini bertujuan mengkaji masalah peningkatan kemampuan penalaran, komunikasi matematis siswa sebelum dan sesudah belajar melalui pembelajaran penemuan terbimbing dan konvensional serta perbedaan proporsi keyakinan kemandirian belajar siswa. Penelitian ini merupakan penelitian *quasi experiment* dengan desain kelompok kontrol non ekuivalen. Populasi penelitian adalah siswa kelas IX SMPN 3 Lembang. Sampel terdiri dari kelas IX<sub>A</sub> sebagai kelompok kontrol dan kelas IX<sub>B</sub> sebagai kelompok eksperimen. Instrumen yang digunakan terdiri dari instrumen tes, skala keyakinan kemandirian belajar matematis, dan lembar observasi. Data dianalisis menggunakan uji *Mann-Whitney* serta uji beda dua proporsi. Hasil penelitian menunjukkan bahwa: (1) peningkatan kemampuan penalaran matematis siswa yang belajar melalui pembelajaran terbimbing lebih baik daripada siswa yang belajar melalui pembelajaran konvensional, (2) peningkatan kemampuan komunikasi matematis siswa yang belajar melalui pembelajaran terbimbing lebih baik dari pada siswa yang belajar melalui pembelajaran konvensional, dan (3) proporsi keyakinan kemandirian belajar siswa yang belajar melalui pembelajaran terbimbing tidak berbeda secara signifikan dengan siswa yang belajar melalui pembelajaran konvensional.

Kata-kata Kunci : pembelajaran penemuan terbimbing, kemampuan penalaran matematis, kemampuan komunikasi matematis, keyakinan kemandirian belajar

## ABSTRACT

RISKA NOVIA SARI (2014) : Using Guided Discovery Learning for Enhancing of Reasoning Ability, Mathematical Communication Ability, and Self-Efficacy for Self-Regulated Learning of Junior High School's Student

The aim of this study was to investigate problem about enhancing of reasoning ability, mathematical communication ability of student before and after using guided discovery learning and konvensional learning and also difference of proportion on student's self-efficacy for self-regulated learning. This study used quacy experiment research which combined nonequivalent control group design. The target population in this study was the ninth grade of Junior High School (SMPN) 3 Lembang which included XI<sub>A</sub> class as experimental group and XI<sub>B</sub> class as control group. The data were collected with an aid of several instruments i.e. test, self-efficacy for self-regulated learning scale, and observation sheet. The data was analyzed using the Mann-Whitney test and two different proportions test. Findings of this study showed that (1) enhancing of student's reasoning ability who get guided discovery learning is better than student who get conventional learning, (2) enhancing of student's mathematical communication who get guided discovery learning is better than student who get conventional learning, and (3) enhancing of student's self-efficacy for self-regulated learning who get guided discovery learning is not different significantly with student who get conventional learning.

*Keywords* : guided discovery learning, reasoning ability, mathematical communication ability, self efficacy for self-regulated learning

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