ABSTRAK

Panji Faisal Muhamad. (2015). Peningkatan Kemampuan Penalaran Dan Kemandirian Belajar Siswa SMP Melalui Model *Problem-Based Learning* (PBL)

Penelitian ini dilatarbelakangi oleh pentingnya meningkatkan kemampuan penalaran dalam pembelajaran matematika dan informasi tentang fakta rendahnya kemampuan penalaran siswa SMP (*Benchmark International* TIMSS 2011). Adapun tujuan penelitian ini adalah: (1) mengetahui apakah peningkatan kemampuan penalaran siswa yang memperoleh model PBL lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (2) mengetahui apakah peningkatan kemandirian belajar siswa yang memperoleh model PBL lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (3) mengetahui apakah terdapat korelasi antara kemampuan penalaran dengan kemandirian belajar. Metode yang digunakan dalam penelitian ini adalah kuasi eksperimen dengan desain penelitiannya adalah *nonequivalent control group design*. Populasi dalam penelitian ini adalah seluruh siswa VII di salah satu SMP negeri di Lembang dengan sampel sebanyak dua kelas secara acak. Salah satu kelas sebagai kelas eksperimen menggunakan pembelajaran model PBL dan kelas lain sebagai kelas kontrol menggunakan pembelajaran konvensional. Adapun data penelitian ini diperoleh melalui tes kemampuan penalaran dan angket kemandirian belajar. Hasil penelitian menunjukkan bahwa: (1) peningkatan kemampuan penalaran siswa yang memperoleh model PBL lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (2) peningkatan kemandirian belajar siswa yang memperoleh model PBL lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (3) tidak terdapat korelasi antara kemampuan penalaran dengan kemandirian belajar.

Kata kunci: Kemampuan Penalaran, *Problem-Based Learning* (PBL), Kemandirian Belajar.

ABSTRACT

Panji Faisal Muhamad. (2015). The Enhancement of Reasoning Ability And Self-Regulated Learning Of Junior High School Student With Problem-Based Learning Model.

The background of this study was due to importance of the enhancement of Junior High School Students' reasoning ability and as well the lack of students' reasoning ability (Benchmark International TIMSS 2011). The objectives of this study were: (1) determine whether the enhancement of reasoning ability of student who obtained Problem-Based Learning model was higher than student who obtained conventional; (2) determine whether the enhancement of self-regulated learning of student who obtained Problem-Based Learning model was higher than student who obtained conventional; (3) determine whether there was correlation between reasoning ability and self-regulated learning. The method in this study was quasi-experimental with nonequivalent control group design. This study was conducted in one of state Junior High School in Lembang using two classes of 7th grade as sample of study. One of these classes were experiment class who obtained Problem-Based Learning model and the other class was control class who obtained conventional. The data was obtained from reasoning ability test and self-regulated learning questionnaire. The result of study showed that: (1) the enhancement of student's reasoning ability who obtained Problem-Based Learning model was higher than student who obtained conventional; (2) the enhancement of student's self-regulated learning who obtained Problem-Based Learning model was higher than student who obtained conventional; (3) there was no correlation between reasoning ability and self-regulated learning.

Keyword: Reasoning Ability, Problem-Based Learning, Self-Regulated Learning.