

ABSTRAK

Ghanis Agnasyah. (2016). Meningkatkan Kemampuan Penalaran Induktif Matematis Siswa SMP Menggunakan Model *Brain-Based Learning*.

Penelitian ini dilatar belakangi oleh pentingnya kemampuan penalaran dalam pembelajaran matematika dan fakta rendahnya kemampuan penalaran siswa SMP menurut *Benchmark International TIMSS 2011*. Tujuan penelitian ini adalah 1). untuk mengkaji peningkatan kemampuan penalaran induktif matematis siswa dengan menggunakan BBL; 2). untuk mengkaji kualitas kemampuan penalaran induktif matematis siswa yang memperoleh pembelajaran model BBL dan model konvensional; 3). untuk mengkaji sikap siswa terhadap masing-masing pembelajaran model BBL dan model konvensional. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain penelitian berupa *non-equivalent control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII di salah satu SMP Negeri di Kota Bandung tahun 2014/2015 dengan sampel sebanyak dua kelas. Satu kelas diberikan perlakuan berupa model *Brain-Based Learning*, sedangkan kelas lainnya diberikan model konvensional. Berdasarkan hasil penelitian ini disimpulkan : 1). Peningkatan penalaran induktif dengan menggunakan model BBL tidak lebih tinggi dari model konvensional; 2). Kualitas peningkatan kemampuan penalaran induktif dengan menggunakan model BBL dengan siswa yang mendapatkan pembelajaran model konvensional termasuk ke dalam kategori sedang; 3). Sikap siswa terhadap model BBL dan model konvensional masing-masing tergolong positif.

Kata kunci : Kemampuan penalaran induktif matematis, Model *Brain-Based Learning*.

ABSTRACT

Ghanis Agnasyah. (2016). Enhancement Junior High School Student's Inductive Reasoning Ability used Brain-Based Learning model.

The background of this research was how important reasoning ability in mathematics learning and the fact based on Benchmark International TIMSS 2011 that junior high school student's reasoning ability were still low. The aims of this study consist of : 1). Examining enhancement of student's mathematical inductive reasoning who obtained BBL; 2). Examining quality enhancement of student's mathematical inductive reasoning who obtained BBL and students who obtained konvensional; 3). Examining students attitude toward learning model both students who obtained BBL and students who obtained konvensional. This study used quasi-experimental method utilizing non-equivalent control group design. This study was conducted on one of state junior high schools of Bandung at 8th grade for the 2015/2016 academic year. The population was all students at 8th grade of that school chosen two samples randomly. One of these samples was treated by Brain based Learning and the other one was treated by konvensional. Results of study using t-test and observation sheet as well as questionnaire showed that : 1). The enhancement of students' mathematical inductive reasoning ability students who obtained Brain based Learning didn't higher than students who obtained konvensional; 2). The enhancement quality of two classes were at medium -level; 3). Students attitude toward learning model applied on each class were positive.

Keywords : Mathematical inductive reasoning, Brain based-Learning model.