

ABSTRAK

Susianita(2016). Peningkatan Kemampuan Penalaran Matematis dan *Self Esteem* Siswa SMP melalui Model *Discovery Learning*.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan penalaran matematis dan *self esteem* siswa yang mendapat model *Discovery Learning* dan pembelajaran konvensional. Penelitian ini merupakan kuasi eksperimen, dengan desain kelompok *Pretest-Posttest Control Group Design*. Instrumen yang digunakan dalam penelitian ini merupakan tes kemampuan penalaran matematis dan skala *self esteem*. Penelitian ini dilakukan pada siswa SMP kelas VII dengan jumlah siswa sebanyak 62 siswa. Hasil penelitian menunjukkan bahwa:(1) terdapat perbedaan peningkatan kemampuan penalaran matematis siswa yang memperoleh model *Discovery Learning* dan siswa yang memperoleh pembelajaran konvensional, (2) peningkatan kemampuan penalaran siswa berdasarkan KAM (tinggi, sedang dan rendah) pada kelas eksperimen meningkat secara merata dan (3) terdapat perbedaan *self esteem* siswa dalam matematika antara siswa yang memperoleh model *Discovery Learning* dan siswa yang memperoleh pembelajaran konvensional.

Kata kunci: Penalaran Matematis, *Discovery Learning*, *self esteem*, Pembelajaran Konvensional.

ABSTRACT

Susianita (2016). Increasing Mathematical Reasoning Ability and *Self Esteem* SMP Student through *Discovery Learning*

This study aims to determine the increasing of mathematical reasoning ability and student's *self-esteem* who received *Discovery Learning* and conventional learning. The research was quasi-experimental study with *Pretest-Posttest Control Group Design*. The instrument used in this study is mathematical reasoning ability test and *self-esteem* scale. This study was conducted on class VII SMP with a number of students were 62 students. The result showed that: (1) there is a different increasing of student's mathematical reasoning who received *Discovery Learning* and students who received conventional learning, (2) There is no different increasing of student's mathematical reasoning abilities who received *Discovery Learning* based on prior mathematic ability (high, medium and low), (3) there are different student's *self-esteem* between students who received *Discovery learning* and students who received conventional learning.

Keywords: Mathematical Reasoning, *Discovery Learning*, *Self Esteem*, Conventional Learning.