ABSTRAK

NURUL RAFIQAH NASUTION. Analisis Kemampuan Representasi Dan Disposisi Matematis Dengan Menggunakan Model Pembelajaran *Guided Inquiry Ditinjau Dari* Gender Siswa Di MTsN 2 Medan. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2019.

Penelitian ini bertujuan untuk menganalisis: (1) kemampuan representasi matematis ditinjau dari *gender* siswa dimana pembelajaran menggunakan model *guided inquiry*, (2) disposisi matematis siswa ditinjau dari *gender* siswa dimana pembelajaran menggunakan model *guided inquiry*, dan (3) kesulitan representasi yang dialami siswa dalam menyelesaikan soal kemampuan representasi matematis ditinjau dari *gender* siswa dimana pembelajaran menggunakan model *guided inquiry*. Instrumen yang digunakan tes kemampuan representasi, angket disposisi matematis dan pedoman wawancara. Analisis data dilakukan dengan model Mile dan Huberman.

Hasil penelitian menunjukkan: (1) siswa ber*gender* perempuan pada kategori kemampuan tinggi lebih banyak jumlahnya daripada siswa ber*gender* laki-laki. Pada kategori kemampuan sedang, siswa ber*gender* laki-laki lebih banyak jumlahnya daripada siswa ber*gender* perempuan. Pada kategori kemampuan rendah, siswa ber*gender* perempuan lebih banyak jumlahnya daripada siswa ber*gender* laki-laki. (2) siswa *gender* laki-laki dan perempuan dengan kemampuan representasi tinggi dapat menyajikan gambar untuk menyelesaikan masalah, membuat persamaan atau ekspresi matematis dan menggunakan representasi untuk menjawab soal dengan kata-kata atau teks tertulis. Siswa dengan kemampuan representasi sedang ditinjau dari *gender* laki-laki belum mampu pada aspek kata-kata atau teks tertulis. Sedangkan ditinjau dari *gender* perempuan belum mampu pada aspek representasi visual dan kata-kata atau teks tertulisnya. Siswa dengan kemampuan representasi rendah ditinjau dari *gender* laki-laki belum mampu pada ketiga aspek kemampuan representasi. Sedangkan ditinjau dari *gender* perempuan pada aspek representasi visual sudah menyajikan gambar tetapi masih salah. Kemudian, aspek persamaan atau ekspresi matematis dan kata-kata atau teks tertulis belum mampu dalam membuat model matematis dan kata-kata atau teks tertulis. (3) tingkat disposisi matematis *gender* laki-laki diperoleh bahwa sebanyak 5 siswa dari 34 siswa memperoleh kategori tinggi (14,70%), kategori sedang sebanyak 10 siswa dari 34 siswa (29,41%) dan pada kategori rendah sebanyak 0 siswa dari 34 siswa (0%). Sedangkan tingkat disposisi matematis ditinjau dari *gender* perempuan diperoleh bahwa sebanyak 5 siswa dari 34 siswa memperoleh kategori tinggi (14,70%), kategori sedang sebanyak 13 siswa dari 34 siswa (38,23%) dan pada kategori rendah sebanyak 1 siswa dari 34 siswa (2,9%). (4) kesulitan yang dialami siswa dalam menyelesaikan soal kemampuan representasi dengan menggunakan model pembelajaran *guided inquiry* ditinjau dari *gender* laki-laki mengalami kesulitan dari segi prinsip, segi verbal dan segi prosedur. Sedangkan *gender* perempuan mengalami kesulitan dari segi konsep, segi prinsip, segi verbal dan segi prosedur.

Kata Kunci: Kemampuan Representasi Matematis, Disposisi Matematis, *Guided Inquiry*, *Gender*.

ABSTRACT

NURUL RAFIQAH NASUTION. Analysis Of Representative Ability And Mathematical Disposition By Using A Guided Inquiry Learning Model In Review Of Gender Students In MTsN 2 Medan. Thesis. Medan: Post Graduate Program, State University of Medan, 2019.

This study aims to analyze: (1) the ability of mathematical representation in terms of the gender of students where learning uses the guided inquiry model, (2) the mathematical disposition of students in terms of the gender of students where learning uses the guided inquiry model, and (3) the difficulty of representation experienced by students in solving the problem of mathematical representation ability in terms of the gender of students where learning uses guided inquiry models. The instrument used was a test of representation ability, a mathematical disposition questionnaire and interview guidelines. Data analysis was performed using the Mile and Huberman models.

The results showed: (1) there were more female gender students in the high ability category than male gender students. In the medium ability category, male gender students are more numerous than female gender students. In the low ability category, there are more female gender students than male gender students. (2) male and female gender students with high representation ability can present images to solve problems, make equations or mathematical expressions and use representations to answer questions with written words or text. Students with the ability to represent are being viewed from the gender of men who have not been able to aspects of words or written texts. Whereas in terms of gender women are not yet capable of aspects of visual representation and the words or written texts. Students with low representation ability in terms of male gender are not capable of all three aspects of representation ability. Whereas in terms of the gender of women in the aspect of visual representation already presents a picture but it is still wrong. Then, aspects of mathematical expressions or expressions and written words or text have not been able to make mathematical models and written words or text. (3) the level of male gender mathematical disposition obtained that as many as 5 students out of 34 students received high categories (14.70%), moderate categories were 10 students from 34 students (29.41%) and in the low category were 0 students from 34 students (0%). While the level of mathematical disposition in terms of female gender obtained that as many as 5 students from 34 students obtained a high category (14.70%), moderate category as many as 13 students from 34 students (38.23%) and in the low category as many as 1 student from 34 students (2.9%). (4) the difficulties experienced by students in solving problems of representation ability using guided inquiry learning models in terms of the gender of men experiencing difficulties in terms of principles, verbal aspects and procedural terms. While the gender of women experiences difficulties in terms of concepts, aspects of principles, aspects of verbal and procedural terms.

Keywords: Mathematical *Representation, Mathematical Disposition, Guided Inquiry Learning Model, Gender*.