

## ABSTRAK

**Selly Prastia Atmaja, NIM 413311090 (2017). Perbedaan Pengaruh Model Pembelajaran Inkuiri Terbimbing dan Inkuiri Bebas Termodifikasi Terhadap Kemampuan Penalaran Matematis Siswa SMP Negeri 3 Tanjung Beringin.**

Penelitian ini bertujuan untuk mengetahui perbedaan pengaruh model pembelajaran inkuiri terbimbing dan inkuiri bebas termodifikasi terhadap kemampuan penalaran matematis siswa SMP Negeri 3 Tanjung Beringin. Penelitian ini didesain dengan Quasi Eksperimen . Desain yang digunakan adalah the pretest – posttest control group design. Kelas A diberi perlakuan inkuiri terbimbing dan kelas B diberi perlakuan inkuiri bebas termodifikasi, masing – masing kelas diberi pretest sebelum perlakuan dan diberi posttest setelah diberi perlakuan dengan menggunakan materi Bentuk Aljabar. Hasil penelitian ini menunjukkan bahwa nilai rata – rata kelas inkuiri terbimbing lebih tinggi daripada kelas inkuiri bebas termodifikasi yaitu sebesar 85,60 sedangkan nilai rata – rata nilai inkuiri bebas termodifikasi sebesar 78,87 Berdasarkan hasil analisis data diperoleh  $0,000 < 0,05$  maka  $H_0$  ditolak dan  $H_a$  diterima sehingga dapat disimpulkan bahwa terdapat perbedaan pengaruh model pembelajaran inkuiri terbimbing dan inkuiri bebas termodifikasi terhadap kemampuan penalaran matematis siswa SMP Negeri 3 Tanjung Beringin. Dan disarankan model pembelajaran inkuiri terbimbing lebih efektif digunakan untuk meningkatkan kemampuan penalaran matematis siswa.

**Kata kunci:** inkuiri terbimbing, inkuiri bebas termodifikasi, kemampuan penalaran matematis, bentuk aljabar.

## ABSTRACT

**Selly Prastia Atmaja, NIM 413311090 (2017). Differences in the Effect of Guided Inquiry Learning Model and Modified Free Inquiry on Mathematical Reasoning Ability of SMP Negeri 3 Tanjung Beringin Students.**

This study aims to determine the difference in the effect of guided inquiry learning models and modified free inquiry on the mathematical reasoning abilities of SMP Negeri 3 Tanjung Beringin students. This research was designed with Quasi Experiment. The design used is the pretest – posttest control group design. Class A was given a guided inquiry treatment and class B was given a modified free inquiry treatment, each class was given a pretest before treatment and was given a posttest after being treated using Algebraic Form material. The results of this study indicate that the average value of the guided inquiry class is higher than the modified free inquiry class which is 85,60 while the average value of the modified free inquiry class is 78,87 Based on the results of data analysis obtained  $0,000 < 0,05$  then  $H_0$  is rejected and  $H_a$  is accepted so that it can be concluded that there is a difference in the effect of guided inquiry learning models and modified free inquiry on the mathematical reasoning abilities of SMP Negeri 3 Tanjung Beringin students. And it is suggested that the guided inquiry learning model is more effectively used to improve students' mathematical reasoning abilities.

**Keywords:** guided inquiry, modified free inquiry, mathematical reasoning ability, algebraic form.