

ABSTRAK

JULIANTI. Peningkatan Kemampuan Penalaran Matematis dan Kecerdasan Emosional Siswa Berdasarkan Gender Melalui Pembelajaran *Brain Based Learning* Di Mts Ulumul Qur'an Langsa. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan 2018.

Kata Kunci: *Peningkatan Kemampuan Penalaran, Kemampuan Kecerdasan Emosional Siswa dan Brain Based Learning*

Kemampuan penalaran matematis siswa selama ini masih rendah dan berdasarkan emosional siswa pun kurang sehingga siswa menjadi kurang aktif. Oleh karena itu dalam penelitian ini menggunakan model *Brain Based Learning* yang memberikan kesempatan kepada siswa untuk mengasah kemampuan penalaran matematis. Tujuan penelitian ini adalah untuk menelaah (1) perbedaan peningkatan kemampuan penalaran matematis siswa berdasarkan gender terhadap siswa yang di beri model pembelajaran *Brain Based Learning* dengan siswa yang memperoleh pembelajaran biasa, (2) perbedaan peningkatan kemampuan kecerdasan emosional siswa berdasarkan gender terhadap siswa yang di beri model pembelajaran *Brain Based Learning* dengan siswa yang memperoleh pembelajaran biasa, (3) interaksi antara gender dan pembelajaran terhadap peningkatan kemampuan penalaran siswa, dan (4) interaksi antara gender dan pembelajaran terhadap peningkatan kecerdasan emosional siswa. Yang menjadi populasi dalam penelitian ini adalah siswa kelas VIII MTs Ulumul Qur'an Langsa, sedangkan sampel diambil secara acak (*random sampling*) dan terpilih kelas VIII Ibnu Abbas sebagai kelas eksperimen diberi model pembelajaran *Brain Based Learning* sementara kelas VIII Zainab Binti Jahas sebagai kelas kontrol diberi pembelajaran biasa. Teknik analisis data dalam penelitian ini adalah menggunakan anava satu jalur dan anava dua jalur. Hasil penelitian menunjukkan bahwa (1) Terdapat perbedaan peningkatan kemampuan penalaran matematis siswa berdasarkan gender terhadap siswa yang diberi model pembelajaran *Brain Based Learning* dengan siswa yang diberi pembelajaran biasa, dimana peningkatan kemampuan penalaran matematis siswa yang diberi model pembelajaran *Brain Based Learning* lebih tinggi daripada siswa yang memperoleh pembelajaran biasa (2) Terdapat perbedaan peningkatan kemampuan kecerdasan emosional siswa berdasarkan gender terhadap siswa yang di beri model pembelajaran *Brain Based Learning* dengan siswa yang diberi pembelajaran biasa, dimana peningkatan kecerdasan emosional siswa yang diberi model pembelajaran *Brain Based Learning* lebih tinggi daripada siswa yang memperoleh pembelajaran biasa (3) Terdapat interaksi antara gender dan pembelajaran terhadap peningkatan kemampuan penalaran siswa, dan (4) Terdapat interaksi antara gender dan pembelajaran terhadap peningkatan kecerdasan emosional siswa. Temuan penelitian merekomendasikan bahwa model pembelajaran *Brain Based Learning* (BBL) dapat dijadikan salah satu alternatif model pembelajaran yang digunakan di sekolah utamanya untuk mencapai kompetensi berpikir tingkat tinggi.

ABSTRACT

Julianti : The improvemant of Student Mathematical Reasoning Ability and Emotional Based on Gender Through Brain Based Learning at MTs Ulumul Quran Langsa. Thesis. Medan: Program Pascasarjana Universitas Negeri Medan 2018.

KEYWORDS :the improvemant of reasoning ability,students emotional intelligence ability and brain based learning.

All this time, Student mathematical reasoning ability has been low emotionally. So student become less active in class. Therefore, this study uses a brain based learning model which provides opportunity for students to hone mathematical reasoning ability. The purpose of this study is to examine, (1) The differences of increasing students mathematical reasoning based on gender toward students who are given a Brain Based Learning model with students who obtain ordinary learning, (2)The differences in improving of students emotional intelligence ability based on gender toward students who are given a Brain Based Learning model with students who obtain ordinary learning, (3) The interaction between gender and learning toward improvement of reasoning students ability, and (4) The interaction between gender and learning toward increasing of students emotional intelligence. The population of this study was students of Grade VIII-I MTs Ulumul Qur'an Langsa, while the sample was taken randomly (random sampling) and it has been choosen students of class VIII Ibnu Abbas as an experimental class which given a Brain Based Learning Model. Meanwhile, class VIII Zainab Binti Jahas as a control class was given regular learning. For this study, Data analysis technique used one-way anava and two-way anava. As the result of thr study showed that (1) There were differencesof improvement for students' mathematical reasoning ability based on gender towards students who were given a Brain Based Learning model and students who were given a normal learning model (2) There were difference in the increase of student emotional intelligence ability based on gender tostudents who were givennormal lohere the increasingof students emotionalintelligence who are given a Brain Based Learning model was higher than students who got ordinary learning (3) There was an interaction between gender and learning toward improvement of students ability, and (4) There was an interaction between gender and learning to increase students' emotional intelligence. The research recommended that the Brain Based Learning (BBL) model can be used as an alternative learning model at schools, specially to achieve high thinking levelstudents competency.