ABSTRAK

SUJOKO WALUYO. Analisis Kemampuan Penalaran Matematis Dan *Self-Confidence* Siswa Menggunakan Model PBL Ditinjau Dari Kecerdasan Intrapersonal Di SMP N 5 Kejuruan Muda. Tesis. Medan: Program Studi pendidikan matematika Pascasarjana Universitas Negeri Medan, 2021.

Penelitian ini bertujuan untuk menganalisis: (1) kemampuan penalaran matematis siswa dengan menggunakan model pembelajaran berbasis masalah ditinjau dari kecerdasan intrapersonal di SMP N 5 Kejuruan Muda, (2) *self-confidence* siswa menggunakan model pembelajaran berbasis masalah ditinjau dari kecerdasan intrapersonal di SMP N 5 Kejuruan Muda, dan (3) kesulitan yang dialami siswa dalam menyelesaikan masalah matematika setelah diberi pembelajaran dengan menggunakan model pembelajaran berbasis masalah ditinjau dari kecerdasan intrapersonal di SMP N 5 Kejuruan Muda. Berdasarkan hasil penelitian dapat disimpulkan bahwa kemampuan penalaran matematis dengan menggunakan model pembelajaran berbasis masalah, siswa berkemampuan tinggi sebanyak 7 siswa atau (24,34), siswa berkemampuan sedang sebanyak 13 siswa atau (43,33%) dan siswa berkemampuan rendah sebanyak 10 siswa atau (33,33%).

Untuk *self-confidence* siswa yang memiliki *self-confidence* tinggi ditinjau dari kecerdasan intrapersonal tinggi berjumlah 5 siswa (16,66%), siswa yang memiliki *self-confidence* sedang ditinjau dari kecerdasan intrapersonal tinggi berjumlah 3 siswa (10,00%) dan siswa yang memiliki *self-confidence* rendah ditinjau dari kecerdasan intrapersonal tinggi berjumlah 0 siswa (0.00%). Siswa yang memiliki *self-confidence* tinggi ditinjau dari kecerdasan intrapersonal sedang berjumlah 3 siswa (10,00%), siswa yang memiliki *self-confidence* sedang ditinjau dari kecerdasan intrapersonal sedang berjumlah 14 siswa (46,66%) dan siswa yang memiliki *self-confidence* rendah ditinjau dari kecerdasan intrapersonal sedang berjumlah 2 siswa (6.66%).Siswa yang memiliki *self-confidence* tinggi ditinjau dari kecerdasan intrapersonal rendah berjumlah 0 siswa (0,00%), siswa yang memiliki *self-confidence* sedang ditinjau dari kecerdasan intrapersonal rendah berjumlah 2 siswa (6,66%) dan siswa yang memiliki *self-confidence* rendah ditinjau dari kecerdasan intrapersonal rendah berjumlah 1 siswa (3.33%).

Kesulitan siswa dalam menyelesaikan masalah kemampuan penalaran ditinjau dari kecerdasan intrapersonal: Pada indikator mengajukan dugaan siswa mengalami kesulitan fakta berjumlah 1 siswa. Pada indikator memeriksa kesahihan suatu argumen siswa mengalami kesulitan dalam kesulitan konsep berjumlah 2 siswa dan kesulitan prosedur berjumlah 8 siswa. Siswa pada indikator menyusun bukti mengalami kesulitan konsep berjumlah 17 siswa, kesulitan prosedur sebanyak 4 siswa dan siswa dengan kesulitan verbal berjumlah 21 siswa. Untuk indikator menarik kesimpulan siswa mengalami kesulitan fakta berjumlah 1 orang

Kata kunci : Kemampuan Penalaran matematis, *self-confidence* siswa, kecerdasan intrapersonal, pembelajaran berbasis masalah.

ABSTRACT

SUJOKO WALUYO. Analysis ofMathematical Reasoning Ability and *Self-Confidence* Student'sUsing the PBL Model in terms of Intrapersonal Intelligence in Junior High School 5 Vocational High School. Thesis. Medan: Postgraduate Mathematics Education Study Program, Medan State University, 2021.

This study aims to analyze: (1) students' mathematical reasoning abilities using a problem-based learning model in terms of intrapersonal intelligence at SMP N 5 Vocational Muda, (2) *self-confidence* students'using a problem-based learning model in terms of intrapersonal intelligence at SMP N 5 Vocational Youth, and (3) the difficulties experienced by students in solving math problems after being given learning using a problem-based learning model in terms of intrapersonal intelligence at SMP N 5 Vocational Muda. Based on the results of the study, it can be concluded that the mathematical reasoning ability using problem-based learning models, high-ability students as many as 7 students or (24.34), students with moderate abilities as many as 13 students or (43.33%) and students with low abilities as many as 10 students or (33.33%).

For *self-confidence,* students who have high *self-confidence in* terms of high intrapersonal intelligence are 5 students (16.66%), students who have *self-confidence* moderatein terms of high intrapersonal intelligence are 3 students (10.00%) and students who have *self-confidence in* lowterms of high intrapersonal intelligence totaling 0 students (0.00%). Students who have high *self-confidence in* terms of moderate intrapersonal intelligence are 3 students (10.00%), students who have *self-confidence* are being viewed from moderate intrapersonal intelligence are 14 students (46.66%) and students who have *self-confidence* low in terms of moderate intrapersonal intelligence totaling 2 students (6.66%). Students who have high *self-confidence in* terms of low intrapersonal intelligence are 0 students (0.00%), students who have *self-confidence* moderatein terms of low intrapersonal intelligence are 2 students (6.66%) and students who have *self-confidence in* lowterms of low intrapersonal intelligence are 1 student (3.33%).

The difficulty of students in solving the problem of reasoning ability in terms of intrapersonal intelligence: In the indicator of proposing an allegation of students having difficulty in facts, there are 1 student. In the indicator of checking the validity of an argument, students have difficulty in conceptual difficulties, totaling 2 students and procedural difficulties, amounting to 8 students. Students on the indicators of compiling evidence had 17 students with conceptual difficulties, 4 students with procedural difficulties and 21 students with verbal difficulties. For indicators to draw conclusions, students have difficulty with facts, amounting to 1 person.

Keywords: Mathematical reasoning ability, *self-confidence* student, intrapersonal intelligence, problem-based learning.