

ABSTRAK

AFRIZAL MANURUNG. Pengaruh Gender dan Model Pembelajaran Terhadap Kemampuan Penalaran Matematis Siswa Kelas VIII MTsS Madinatussalam Percut Sei Tuan. Tesis Medan : Program Pascasarjana Universitas Negeri Medan.

Penelitian ini merupakan penelitian kuantitatif yang bertujuan untuk mengetahui pengaruh gender dan model pembelajaran terhadap kemampuan penalaran matematis siswa. Penelitian dilaksanakan di MTsS Madinatussalam Percut Sei Tuan dengan menggunakan pendekatan quasi experiment. Penelitian ini melibatkan siswa kelas VIII sebagai peserta yang dipilih melalui teknik simple random sampling. Desain penelitian menggunakan faktorial 2×2 dengan dua variabel bebas, yaitu model pembelajaran (*Discovery Learning* dan Konvensional) serta gender (laki-laki dan perempuan). Instrumen yang digunakan berupa tes uraian kemampuan penalaran matematis yang telah divalidasi. Analisis data dilakukan menggunakan uji *Two-Way* ANOVA. Hasil analisis menunjukkan bahwa: (1) terdapat pengaruh gender terhadap kemampuan penalaran matematis (Sig. < 0,001), (2) terdapat pengaruh model pembelajaran terhadap kemampuan penalaran matematis (Sig. < 0,001), dan (3) tidak terdapat interaksi yang signifikan antara model gender dan model pembelajaran terhadap kemampuan penalaran matematis siswa (Sig. = 0,933). Dengan demikian, baik gender maupun model pembelajaran secara masing-masing memengaruhi kemampuan penalaran matematis siswa, namun tidak terdapat pengaruh gabungan (interaksi) antara keduanya.

Kata kunci: gender, model pembelajaran, kemampuan penalaran matematis, Two-Way ANOVA.



ABSTRACT

AFRIZAL MANURUNG. The Effect of Gender and Learning Models on the Mathematical Reasoning Ability of Eighth-Grade Students at MTsS Madinatussalam Percut Sei Tuan. Thesis. Medan: Graduate Program, Universitas Negeri Medan.

This quantitative research aims to examine the effects of gender and learning models on the mathematical reasoning ability of students. The study was conducted at MTsS Madinatussalam Percut Sei Tuan using a quasi-experimental approach. The participants were eighth-grade students selected through simple random sampling. The research design employed a 2×2 factorial design with two independent variables: learning models (Discovery Learning and Conventional) and gender (male and female). The instrument used was a validated essay test of mathematical reasoning ability. Data analysis was performed using Two-Way ANOVA. The results showed that: (1) gender has a significant effect on mathematical reasoning ability (Sig. < 0.001), (2) the learning model has a significant effect on mathematical reasoning ability (Sig. < 0.001), and (3) there is no significant interaction between gender and learning model on students' mathematical reasoning ability (Sig. = 0.933). Thus, both gender and learning models individually affect students' mathematical reasoning ability, but there is no interaction effect between the two.

Keywords: gender, learning model, mathematical reasoning ability, Two-Way ANOVA.

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