

## ABSTRAK

### **PENGARUH MODEL *GUIDED INQUIRY LEARNING* TERHADAP KEMAMPUAN PEMECAHAN MASALAH MATEMATIS SISWA (Studi pada Siswa Kelas VIII SMP Negeri 4 Bandar Lampung Semester Genap Tahun Pelajaran 2025/2026)**

Oleh

**KURNIA AMALIA**

Penelitian eksperimen semu ini bertujuan untuk mengetahui pengaruh model *guided inquiry learning* terhadap kemampuan pemecahan masalah matematis siswa. Populasi penelitian ini mencakup siswa kelas VIII C – VIII J SMP Negeri 4 Bandar Lampung tahun pelajaran 2025/2026 sebanyak 246 siswa. Sampel penelitian ini adalah siswa kelas VIII C dan kelas VIII D yang terpilih melalui teknik *purposive sampling* dengan *random assignment*. Penelitian ini menggunakan *pretest-posttest control group design*. Data penelitian berupa data kuantitatif yang diperoleh dari tes kemampuan pemecahan masalah matematis. Berdasarkan hasil uji hipotesis menggunakan uji *Mann-Whitney U* dengan taraf signifikansi 0,05, diperoleh bahwa peningkatan kemampuan pemecahan masalah matematis siswa yang mengikuti model *guided inquiry learning* lebih tinggi daripada peningkatan kemampuan pemecahan masalah matematis siswa yang mengikuti model pembelajaran konvensional. Dengan demikian, model *guided inquiry learning* berpengaruh terhadap kemampuan pemecahan masalah matematis siswa.

**Kata Kunci:** *guided inquiry learning*, pemecahan masalah matematis, pengaruh

## **ABSTRACT**

### ***THE EFFECT OF GUIDED INQUIRY LEARNING MODEL ON STUDENTS' MATHEMATICAL PROBLEM SOLVING ABILITY (Study on Students of Grade VIII of SMP Negeri 4 Bandar Lampung Even Semester in the 2025/2026 Academic Year)***

***By***

**KURNIA AMALIA**

*This quasi experiment research aimed to determine the effect of the guided inquiry learning model on students' mathematical problem solving ability. The population of this study was students of class VIII C – VIII J of SMP Negeri 4 Bandar Lampung in the 2025/2026 academic year as many as 246 students. The samples of this study were class VIII C and class VIII D that were selected by using a purposive sampling technique with random assignment. This study used a pretest-posttest control group design. The data of this study were quantitative data obtained from a mathematical problem solving ability test. Based on the results of the hypothesis test using the Mann-Whitney U test with a significance level of 0.05, the increasing of students' mathematical problem solving ability who followed the guided inquiry learning model was higher than the increasing of students' mathematical problem solving ability who followed the conventional learning model. Thus, the guided inquiry learning model has an effect on students' mathematical problem solving ability.*

**Keywords:** *guided inquiry learning, mathematical problem solving, effect*