

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *GUIDED INQUIRY* TERHADAP KEMAMPUAN REPRESENTASI MATEMATIS SISWA (Studi pada siswa kelas VIII SMP Negeri 18 Bandarlampung Semester Ganjil Tahun Pelajaran 2024/2025)

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Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *guided inquiry* terhadap kemampuan representasi matematis siswa. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 18 Bandarlampung semester ganjil tahun pelajaran 2024/2025 sebanyak 174 siswa yang terdistribusi ke dalam enam kelas. Desain penelitian yang digunakan adalah *pretest-posttest control group design*. Pengambilan sampel dilakukan dengan teknik *cluster random sampling* dan terpilih siswa kelas VIII B sebanyak 28 siswa sebagai kelas eksperimen dan VIII D sebanyak 29 siswa sebagai kelas kontrol. Data penelitian ini berupa data kuantitatif yang diperoleh dari tes kemampuan representasi matematis siswa. Berdasarkan analisis data menggunakan uji *Mann-Whitney U* diperoleh bahwa peningkatan kemampuan representasi matematis siswa yang mengikuti pembelajaran dengan model *guided inquiry* lebih tinggi daripada peningkatan kemampuan representasi matematis siswa yang mengikuti pembelajaran konvensional. Dengan demikian, model pembelajaran *guided inquiry* berpengaruh terhadap kemampuan representasi matematis siswa.

Kata kunci: kemampuan representasi matematis, pembelajaran *guided inquiry*, pengaruh

ABSTRACT

THE EFFECT OF GUIDED INQUIRY LEARNING MODEL ON STUDENTS' MATHEMATICAL REPRESENTATION SKILLS (Study on students of Class VIII SMP Negeri 18 Bandarlampung Odd Semester of the 2024/2025 Academic Year)

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This study aims to determine the effect of guided inquiry learning model on students' mathematical representation skills. The population in this study were all students in grade VIII of SMP Negeri 18 Bandarlampung in the odd semester of the 2024/2025 academic year as many as 174 students distributed into six classes. The research design used was pretest-posttest control group design. Sampling was conducted using cluster random sampling technique and VIII B class of 28 students was selected as the experimental class and VIII D class of 29 students as the control class. The data of this research is quantitative data obtained from the test of students' mathematical representation skills. Based on the data analysis using Mann-Whitney U test, it was found that the increase in mathematical representation skills of student who took part in learning by using guided inquiry model was higher than the increase in mathematical representation skills of students who took part in learning by using conventional. Thus, guided inquiry learning model has an effect on students' mathematical representation skills.

Keywords: *guided inquiry learning, influence, mathematical representation skills.*