

ABSTRAK

PENGARUH MODEL *GUIDED DISCOVERY LEARNING* TERHADAP KEMAMPUAN BERPIKIR REFLEKTIF MATEMATIS SISWA (Studi Pada Siswa Kelas VIII SMP Negeri 2 Sumberejo Semester Ganjil Tahun Ajaran 2025/2026)

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Penelitian kuasi eksperimen ini bertujuan untuk mengetahui pengaruh model *guided discovery learning* terhadap kemampuan berpikir reflektif matematis siswa. Populasi penelitian ini yaitu seluruh siswa kelas VIII SMP Negeri 2 Sumberejo yang berjumlah 183 siswa yang terdistribusi ke dalam enam kelas yakni VIII.1 sampai VIII.6. Sampel penelitian ini ialah kelas VIII.2 sebanyak 30 siswa dan VIII.3 sebanyak 31 siswa yang dipilih dengan teknik *cluster random sampling*. Desain penelitian yang dipakai ialah *pretest-posttest control group design* dengan kelas VIII.2 sebagai kelas eksperimen dan VIII.3 sebagai kelas kontrol. Data pada penelitian ini berupa data kuantitatif yang diperoleh melalui tes kemampuan berpikir reflektif matematis. Berdasarkan hasil uji-*t* diperoleh bahwa peningkatan kemampuan berpikir reflektif matematis siswa yang mengikuti pembelajaran dengan model *guided discovery learning* lebih tinggi dibandingkan peningkatan kemampuan berpikir reflektif matematis siswa yang mengikuti pembelajaran konvensional. Sehingga, dapat disimpulkan bahwa model *guided discovery learning* berpengaruh terhadap kemampuan berpikir reflektif matematis siswa.

Kata Kunci: berpikir reflektif matematis, *guided discovery learning*, pengaruh

ABSTRACT

THE EFFECT OF GUIDED DISCOVERY LEARNING MODEL ON STUDENTS' MATHEMATICAL REFLECTIVE THINKING SKILLS

***(A Study on Grade VIII Students of SMP Negeri 2 Sumberejo,
Odd Semester, Academic Year 2025/2026)***

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This quasi-experimental study aimed to determine the effect of the guided discovery learning model on students' mathematical reflective thinking skills. The population of this study consisted of all eighth-grade students of SMP Negeri 2 Sumberejo, totaling 183 students distributed into six classes, namely VIII.1 to VIII.6. The research sample consisted of class VIII.2 with 30 students and class VIII.3 with 31 students, which were selected using the cluster random sampling technique. The research design used was a pretest–posttest control group design, with class VIII.2 as the experimental class and class VIII.3 as the control class. The data in this study were quantitative data obtained through a mathematical reflective thinking skills test. Based on the results of the t-test, it was found that the improvement in mathematical reflective thinking skills of students who followed learning using the guided discovery learning model was higher than that of students who followed conventional learning. Therefore, it was concluded that the guided discovery learning model had an effect on students' mathematical reflective thinking skills.

Keywords: *effect, guided discovery learning, mathematical reflective thinking*