

ABSTRAK

PENGARUH MODEL *GUIDED DISCOVERY LEARNING* TERHADAP KEMAMPUAN REPRESENTASI MATEMATIS SISWA (Studi pada Siswa Kelas VIII SMPN 1 Tanjung Bintang Semester Ganjil Tahun Ajaran 2025/2026)

Oleh

SHAFSA SALSABILA

Penelitian ini bertujuan untuk mengetahui pengaruh model *guided discovery learning* terhadap kemampuan representasi matematis siswa. Penelitian ini merupakan penelitian semu (*quasi experiment*) dengan pendekatan kuantitatif yang menggunakan *pretest-posttest control group design*. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 1 Tanjung Bintang Semester Ganjil Tahun Ajaran 2025/2026 yang terdistribusi dalam 7 kelas. Sampel penelitian dipilih melalui teknik *cluster random sampling* sehingga terpilih kelas VIII A sebagai kelas eksperimen dan kelas VIII B sebagai kelas kontrol. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik tes. Berdasarkan hasil analisis data dengan uji t diperoleh kesimpulan bahwa peningkatan kemampuan representasi matematis siswa yang mengikuti model *guided discovery learning* lebih tinggi daripada peningkatan kemampuan representasi matematis siswa yang mengikuti pembelajaran konvensional. Dengan demikian, dapat disimpulkan bahwa model *guided discovery learning* berpengaruh terhadap kemampuan representasi matematis siswa.

Kata kunci: *guided discovery learning*, pengaruh, representasi matematis

ABSTRACT

THE EFFECT OF GUIDED DISCOVERY LEARNING MODEL ON STUDENTS' MATHEMATICAL REPRESENTATION SKILLS (Study on 8th grade students of SMP Negeri 1 Tanjung Bintang Odd Semester of the 2025/2026 Academic Year)

By

SHAFSA SALSABILA

This study aims to determine the effect of the guided discovery learning model on students' mathematical representation skills. This study is was a quasi-experimental study with a quantitative approach and used a pretest-posttest control group design. The population of this study consisted of eighth grade VIII of SMP Negeri 1 Tanjung Bintang in the odd semester of the 2025/2026 academic year, which were distributed in 7 classes. The research sample was selected through a cluster random sampling technique, thus selecting class VIII A being selected as the experimental class and class VIII B as the control class. The data collection technique used in this study was a test technique. Based on the results of the t-test analysis, it was concluded that the increase in mathematical representation skills of students who received the guided discovery learning model was higher than the increase in mathematical representation skills of students who received conventional learning. Thus, the guided discovery learning model had an effect on students' mathematical representation skills.

keywords: effect, guided discovery learning, mathematical representation