

ABSTRAK

Desi Wahyuni Nurlaili. 2023. Pengaruh Model Pembelajaran *Inquiry* dan *Problem Based Learning* Terhadap Kemampuan Pemahaman Konsep Matematis Ditinjau Dari Motivasi Belajar Peserta Didik SMA, Prodi Magister Pendidikan Matematika, Universitas Jambi, Pembimbing : (I) Dr. Zurweni, M. Si (II) Prof. Dr. Syaiful, M.Pd.

Kata Kunci : Model Pembelajaran *Inquiry*, Model Pembelajaran *Problem Based Learning* (PBL), Kemampuan Pemahaman Konsep Matematis, Motivasi Belajar

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan pemahaman konsep matematis peserta didik dalam menyelesaikan soal pada materi barisan dan deret. Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh penerapan model pembelajaran *inquiry* dan *Problem Based Learning* (PBL) terhadap kemampuan pemahaman konsep matematis ditinjau dari motivasi belajar peserta didik. Jenis penelitian yang digunakan yaitu penelitian eksperimen semu. Populasi sebanyak 136 peserta didik yang terdiri dari 4 kelas dan sampel terdiri dari 3 kelas, yaitu kelas eksperimen I (32 peserta didik), kelas eksperimen II (30 peserta didik), dan kelas kontrol (34 peserta didik). Teknik dalam pengambilan sampel menggunakan *simple random sampling*. Instrumen yang digunakan dalam penelitian ini merupakan lembar observasi, angket motivasi belajar, dan tes kemampuan pemahaman konsep matematis. Data yang diperoleh dalam penelitian ini dianalisis menggunakan uji ANOVA dua jalur. Hasil penelitian menunjukkan bahwa: 1) terdapat pengaruh model pembelajaran *inquiry* dan PBL terhadap kemampuan pemahaman konsep matematis peserta didik, 2) terdapat pengaruh motivasi belajar tinggi, motivasi belajar sedang, dan motivasi belajar rendah terhadap kemampuan pemahaman konsep matematis peserta didik setelah penerapan model pembelajaran, dan 3) terdapat interaksi antara model pembelajaran *inquiry* dan PBL terhadap motivasi belajar dalam meningkatkan kemampuan pemahaman konsep matematis peserta didik SMA.

ABSTRACT

Desi Wahyuni Nurlaili. 2023. The Effect of Learning Models *Inquiry* and *Problem Based Learning* Against Ability Understanding Mathematical Concepts Viewed From Motivation Learning High School Students, Master of Education Study Program Mathematics, Jambi University, Supervisor: (I) Dr. Zurweni, S.Pd., M. And (II) Prof. Dr. Syaiful, M.Pd.

Keywords: Learning model *Inquiry*, Learning model *Problem Based Learning* (PBL), Ability to Understand Mathematical Concepts, Learning Motivation.

The background of this research is the low ability to understand students' mathematical concepts in solving problems on sequences and series material. This study aims to determine how much influence the application of learning models *inquiry* and *Problem Based Learning* (PBL) on the ability to understand mathematical concepts in terms of students' learning motivation. The type of research used is quasi-experimental research. The population is 136 students divided into 4 classes and the sample consists of 3 classes, namely the experimental class I (32 students), the experimental class II (30 students), and the control class (34 students). Techniques in sampling using *simple random sampling*. The instruments used in this study were observation sheets, learning motivation questionnaires, and tests of ability to understand mathematical concepts. The data obtained in this study were analyzed using a two way ANOVA test. The results of the study show that: 1) there is an influence of the learning model *inquiry* and PBL on students' ability to understand mathematical concepts, 2) there is an influence of high learning motivation, moderate learning motivation, and low learning motivation on students' ability to understand mathematical concepts after applying the learning model, and 3) there is interaction between learning models *inquiry* and PBL on learning motivation in improving the ability to understand mathematical concepts of high school students.