

**PENGARUH MODEL *ACCELERATED LEARNING* TERHADAP
KEMAMPUAN PENALARAN MATEMATIS DITINJAU
DARI *SELF REGULATED LEARNING***

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ABSTRAK

Penelitian ini bertujuan untuk melihat pengaruh model *accelerated learning* terhadap kemampuan penalaran matematis ditinjau dari *self regulated learning*. Penelitian ini dilaksanakan di SMK Negeri Kabupaten Bekasi pada tahun pelajaran 2016/2017. Desain penelitian ini adalah *Posttest Only Control Design*. Metode penelitian yang digunakan *quasi eksperiment* (eksperimen semu). Populasi terjangkau penelitian ini adalah 4 kelas (2 kelas pada SMK Negeri 1 Tambun Selatan yang diberi perlakuan model *accelerated learning* dan 2 kelas pada SMK Negeri 1 Tambun Utara yang menggunakan model pembelajaran konvensional) yang berasal dari distribusi normal, memiliki varians yang sama atau homogen, dan memiliki kesamaan rata-rata. Hasil penelitian ini adalah kemampuan penalaran matematis siswa yang diberi perlakuan dengan model *accelerated learning* lebih baik daripada kemampuan penalaran matematis siswa yang diberi perlakuan model pembelajaran konvensional, terdapat interaksi antara model pembelajaran dengan *self regulated learning* terhadap kemampuan penalaran matematis, kemampuan penalaran matematis siswa yang diberi perlakuan dengan model *accelerated learning* lebih baik daripada kemampuan penalaran matematis siswa yang diberi perlakuan model pembelajaran konvensional pada kelompok *self regulated learning* tinggi, kemampuan penalaran matematis siswa yang diberi perlakuan dengan model pembelajaran konvensional lebih baik daripada kemampuan penalaran matematis siswa yang diberi perlakuan dengan model *accelerated learning*.

Kata Kunci : *kemampuan penalaran matematis, self regulated learning, model accelerated learning.*

**INFLUENCE OF ACCELERATED LEARNING MODELS ON THE
ABILITY OF MATHEMATICAL REASONING
FROM SELF REGULATED LEARNING**

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ABSTRACT

This study aims to see the effect of accelerated learning model on mathematical reasoning ability in terms of self regulated learning. This research was conducted in SMK Negeri Bekasi Regency in the academic year 2016/2017. The design of this research is Posttest Only Control Design. The research method used is quasi experiment (quasi experiment). The reasonably affordable population of this study is 4 classes (2 classes at SMK Negeri 1 Tambun Selatan who are given an accelerated learning model and 2 classes at SMK Negeri 1 Tambun Utara using conventional learning model) derived from normal distribution, have the same or homogeneous variance, And have the same equality. The result of this research is the mathematical reasoning ability of students who are treated with accelerated learning model is better than the mathematical reasoning of students who are treated with conventional learning model, there is interaction between learning model with self regulated learning to the ability of mathematical reasoning, Students' mathematical reasoning ability given treatment with accelerated learning model is better than mathematical reasoning ability of students who are treated with conventional learning model in self-regulated learning group, mathematical reasoning ability of students who are given treatment Gan conventional learning model is better than the mathematical reasoning ability of students who are treated with accelerated learning model.

Keywords: mathematical reasoning ability, self regulated learning, accelerated learning model.