

**PENGARUH MODEL PEMBELAJARAN *PROCESS ORIENTED GUIDED  
INQUIRY LEARNING* BERBANTUAN *SCAFFOLDING* TERHADAP  
KEMAMPUAN PEMECAHAN MASALAH MATEMATIKA SISWA  
KELAS VII SMP NEGERI 1 SINGARAJA**

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**ABSTRAK**

Penelitian ini memiliki tujuan untuk mengetahui pengaruh model pembelajaran *Process Oriented Guided Inquiry Learning* berbantuan *Scaffolding* terhadap kemampuan pemecahan masalah matematika siswa. Penelitian ini merupakan penelitian eksperimen semu (*quasi exsperiment*) dengan desain penelitian *Post Test Only Control Group*. Populasi pada penelitian ini adalah seluruh siswa kelas VII A2 hingga VII A11 SMP Negeri 1 Singaraja tahun ajaran 2019/2020. Sampel pada penelitian ini adalah siswa kelas VII A7 dan VII A11 yang dipilih dengan teknik *cluster random sampling*. Data dikumpulkan menggunakan tes kemampuan pemecahan masalah matematika kepada siswa dengan bentuk tes uraian yang diberikan pada akhir penelitian. Data hasil tes kemampuan pemecahan masalah matematika dianalisis menggunakan uji-*t* satu ekor kanan dengan taraf signifikansi ( $\alpha$ ) = 5%. Hasil penelitian menunjukkan bahwa  $t_{hitung} = 4.331603 > t_{tabel} = 1.998341$  sehingga  $H_0$  ditolak. Berdasarkan hasil penelitian tersebut diperoleh kemampuan pemecahan masalah matematika siswa yang dibelajarkan dengan model pembelajaran *POGIL* berbantuan *Scaffolding* lebih baik daripada kemampuan pemecahan masalah matematika siswa yang dibelajarkan dengan pembelajaran konvensional. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *POGIL* berbantuan *Scaffolding* terhadap kemampuan pemecahan masalah matematika siswa.

Kata kunci : model pembelajaran *POGIL*, *Scaffolding*, pemecahan masalah matematika

**THE INFLUENCE OF PROCESS ORIENTED GUIDED INQUIRY  
LEARNING PROCESS MODEL USING SCAFFOLDING AGAINST  
ABILITY TO SOLVE MATHEMATICAL PROBLEM STUDENTS OF  
CLASS VII SMP NEGERI 1 SINGARAJA**

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**ABSTRACT**

This study aims to determine the effect of Scaffolding-assisted Process Oriented Guided Inquiry Learning learning models on students' mathematical problem-solving abilities. This research is a quasi-experimental research with a Post Test Only Control Group research design. The population in this study were all students of class VII A2 to VII A11 SMP Negeri 1 Singaraja in the 2019/2020 school year. The sample in this study were students of class VII A7 and VII A11 who were selected by cluster random sampling technique. Data were collected using a mathematical problem-solving ability test to students with the form of a description test given at the end of the study. Data on the results of tests of mathematical problem-solving abilities were analyzed using a one-tailed right-tail t-test with a significance level  $(\alpha) = 5\%$ . The results showed that  $t_{count} = 4.331603 > t_{table} = 1.998341$  so  $H_0$  was rejected. Based on the results of these studies obtained the ability to solve mathematical problems of students who taught with POGIL learning models assisted by Scaffolding is better than the ability to solve mathematical problems of students who taught with conventional learning. Thus, it can conclude that there is an influence of Scaffolding-assisted POGIL learning models on students' mathematical problem-solving abilities.

**Keywords:** POGIL learning model, Scaffolding, mathematical problem solving