ABSTRAK

Rina Noor Safaat (1212050149) Penerapan Model Pembelajaran *Collaborative In Questioning, Analysing, Synthesizing, And Evaluating* (CinQASE) Untuk Meningkatkan Kemampuan Penalaran Matematis Dan *Self-Regulated Learning* Siswa.

Kemampuan penalaran matematis dan *self-regulated learning* merupakan keterampilan esensial yang perlu dikembangkan. Penelitian ini bertujuan untuk meningkatkan kemampuan penalaran matematis siswa dan mengetahui *self-regulated learning* melalui model pembelajaran CinQASE. Penelitian ini menggunakan desain *Nonequivalent Control Group*. Populasi penelitian ini merupakan siswa kelas VII sekolah menengah pertama dan sampel penelitian ini terdiri dari dua kelas yang dipilih secara acak. Instrument utama penelitian yaitu tes kemampuan penalaran matematis dengan validitas dan reabilitas yang berkategori tinggi. Hasil penelitian menunjukan bahwa kelas eksperimen dengan model pembelajaran CinQASE lebih baik daripada kelas konvensional dan *self-regulated learning* siswa pada model CinQASE bearada pada kategori sedang. Berdasarkan temuan ini, model CinQASE dapat dijadikan salah satu alternatif pendekatan pembelajaran yang mendukung peningkatan kemampuan berpikir matematis dan sikap belajar mandiri siswa secara seimbang. Bagi peneliti yang akan melakukan penelitian menggunakan model CinQASE diharapkan untuk membuat LKPD yang lebih menarik dan menantang.

Kata kunci: CinQASE, pembelajaran kolaboratif, pembelajaran matematika, penalaran matematis, *self-regulated learning*

ABSTRACT

Rina Noor Safaat (1212050149) The Implementation of the Learning Model Collaborative in Questioning, Analysing, Synthesizing, and Evaluating (CinQASE) Learning Model to Improve Students' Mathematical Reasoning and Self-Regulated Learning.

Mathematical reasoning ability and self-regulated learning are essential skills that need to be developed. This study aims to improve students' mathematical reasoning ability and determine self-regulated learning through the CinQASE learning model. This study used a Nonequivalent Control Group design. The population of this study were students of grade VII of junior high school and the sample of this study consisted of two randomly selected classes. The main instrument of the study was a mathematical reasoning ability test with high validity and reliability. The results showed that the experimental class with the CinQASE learning model was better than the conventional class and students' self-regulated learning in the CinQASE model was in the moderate category. Based on these findings, the CinQASE model can be used as an alternative learning approach that supports improving students' mathematical thinking ability and independent learning attitudes in a balanced manner. For researchers who will conduct research using the CinQASE model, it is expected to create more interesting and challenging LKPD.

Keywords: *CinQASE, collaborative learning, mathematics education, mathematical reasoning, self-regulated learning*