Mathematical reasoning abilities: The Impact of Novick's Learning and Somatic, Auditory, Visual, Intellectual Learning Styles

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ABSTRACT

Every life needs a very important role especially the role in education. Improving the quality of education can be pursued by the use of appropriate learning models so as to improve students' reasoning abilities. The purpose of this study was to determine the differences in the influence of Novick's learning model and the learning model that is centered on educators on students' mathematical reasoning abilities, Knowing the interaction between learning models and SAVI learning styles (Somatic, Auditory, Visualization, Intellectually) on mathematical reasoning abilities learners. This research uses the Quasy Experiment Design method. The results obtained from this study are that learning by using Novick's learning model is more effective against mathematical reasoning for students, there is no interaction between Novick's learning model and SAVI learning style on mathematical reasoning abilities.

INTRODUCTION

Activities in every life need a very important role, especially the role in education, where education can direct sustainability in life. For example in facing the era of globalization regarding technological advances that are so rapid (Maskur dkk. 2020). This is inseparable from the existence of mathematics, by having the ability in mathematics one can think logically in solving problems that exist in daily life, one of the problems that can be solved is about mathematical reasoning.

Mathematics learning is very closely related to mathematical reasoning, but mathematical reasoning in learning
mathematics has not been able to change the affective and cognitive aspects such as mathematics learning achievement for the better. Achievement is a result of efforts that have been made in achieving certain results of work and time (Fadila 2015).

Research on mathematical reasoning has previously been widely studied including analysis of mathematical reasoning and student learning independence (Isnaeni dkk. 2018) there is an increase in students' mathematical abilities with open-ended (Bernard dan Chotimah 2018) and there are studies of various learning models for increasing mathematical reasoning abilities (Yusdiana dan Hidayat 2018; Saxton dkk. 2019; Sukirwan, Darhim, dan Herman 2018; Badjeber 2017; Rahmawati 2017; Lithner 2017; Maskur dkk. 2020; Ayal dkk. 2016).

Social skills in life are skills that must be possessed by every individual. One learning model that can improve social skills and build its own knowledge is the Novick learning model. Research on Novick's learning model has also been widely studied, there is the influence of the Novick learning model on students' cognitive abilities (Nurhayati dkk. 2019) Besides that, there is an influence of the Nonvick learning model on some students' abilities (Najib 2019; Prayitno dan Sugiharto 2017; Rezki 2017; Yohansa 2018; Alatubir dan Rahman 2019).

In addition to learning models that can affect students' mathematical reasoning abilities, there are also learning styles that can affect students' mathematical reasoning. One learning style that can affect students' mathematical reasoning is the SAVI learning style. SAVI learning styles have been widely studied before, including the effect of SAVI learning styles on problem solving abilities (Sugesti, Simamora, dan Yarmayani 2018) SAVI learning style with the development of learning tools (Wijayanti dan Sungkono 2017).

Based on some previous research, it can be seen that the renewal of this article is the link between Novick's learning model and SAVI's learning style.

**METHOD**

This type of research used in this study is quasy experiment with posttest only control design. This research consists of an experimental class and a control class, where the experimental class uses the Novick model while the control class uses the conventional model. The variables in this study are variables (X1) in the form of learning methods and (X2) in the form of SAVI Learning Style, then for the dependent variable (Y) in the form of mathematical reasoning abilities. The research design that will be used in this study is as follows.

<table>
<thead>
<tr>
<th>Method (A)</th>
<th>SAVI Learning Style (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novick (A1)</td>
<td>A1B1 A1B2 A1B3 A1B4</td>
</tr>
<tr>
<td>Conventional (A2)</td>
<td>A2B1 A2B2 A2B3 A2B4</td>
</tr>
</tbody>
</table>

This study with a population of all eighth grade students of SMPN 19 Bandar Lampung with random sampling. The researcher conducted an analysis prerequisite test to analyze the data obtained using the normality and homogeneity test, then test the hypothesis using the two-way Anova test. This test is used to compare the means of several groups.

**RESULTS AND DISCUSSION**

Based on the research design, as for the results of the statistical analysis of the
final test (posttest) mathematical reasoning ability on statistical material can be seen in Table 2:

Table 2. Description of Observation Data of Mathematical Reasoning Ability of Students in Experimental and Control Classes

<table>
<thead>
<tr>
<th>Class</th>
<th>X_{max}</th>
<th>X_{min}</th>
<th>Measuring Central Tendency</th>
<th>Size of Group Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>\bar{x}</td>
<td>M</td>
</tr>
<tr>
<td>Experiment</td>
<td>86</td>
<td>48</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>Control</td>
<td>70</td>
<td>11</td>
<td>36</td>
<td>33</td>
</tr>
</tbody>
</table>

Based on Table 2 can be seen the results of data from two classes of research. Based on the centralization rules show that Novick's learning model more influences students' mathematical reasoning ability compared to conventional learning models, in this case indicated by the mean and median values in the experimental class that uses novick learning model is greater than the control class that uses conventional learning models.

Table 3. Data Description Observations Questionnaire SAVI Learning Style

<table>
<thead>
<tr>
<th>Class</th>
<th>\bar{x}</th>
<th>S</th>
<th>Somatic</th>
<th>Auditory</th>
<th>Visualization</th>
<th>Intellectually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>84.50</td>
<td>9.67</td>
<td>2</td>
<td>14</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Control</td>
<td>83.33</td>
<td>9.09</td>
<td>2</td>
<td>20</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on Table 3 shows the influence of SAVI learning styles on students' mathematical reasoning abilities.

Table 4. Summary Analysis of Two-Way Variance Analysis

<table>
<thead>
<tr>
<th>Source</th>
<th>JK</th>
<th>dK</th>
<th>RK</th>
<th>F_{count}</th>
<th>F_{table}</th>
<th>A</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning (A)</td>
<td>7955.108</td>
<td>1</td>
<td>7955.108</td>
<td>47.452</td>
<td>4.043</td>
<td>0.05</td>
<td>H_0 Rejected</td>
</tr>
<tr>
<td>Learning style (B)</td>
<td>1427.300</td>
<td>3</td>
<td>475.767</td>
<td>2.838</td>
<td>2.798</td>
<td>0.05</td>
<td>H_0 Rejected</td>
</tr>
<tr>
<td>Interaction (AB)</td>
<td>3467.757</td>
<td>3</td>
<td>115586</td>
<td>0.689</td>
<td>2.798</td>
<td>0.05</td>
<td>H_0 Accepted</td>
</tr>
<tr>
<td>Error</td>
<td>8046.974</td>
<td>48</td>
<td>167645</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17776.139</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 4, it was found that F_a = 47.452 and a significance level of 0.05 was obtained \( F_{(0.05;1;48)} = 4.043 \) so that \( F_a > F_{(0.05;1;48)} \) which shows \( H_0A \) rejected means that there is an influence of Novick’s learning model on mathematical reasoning abilities.

The value on \( F_b = 2.838 \) with a significance level 0.05 obtained \( F_{(0.05;3;48)} = 2.798 \) so that \( F_b > F_{(0.05;3;48)} \) which shows \( H_0B \) rejected means that there is an influence of SAVI learning styles on mathematical reasoning abilities.

Obtained a value \( F_{AB} = 0.689 \) with a significance level 0.05 obtained \( F_{(0.05;3;48)} = 2.798 \) so that \( F_{AB} > F_{(0.05;3;48)} \) which shows \( H_0AB \) accepted means that there is no interaction between Novick’s learning model and SAVI learning style on mathematical reasoning abilities.

Reviewing previous research states that Novick’s learning model can affect the mathematical representation ability of students which shows that Novick’s learning model is better than conventional learning (Rezeki 2017). Besides being able
to improve the mathematical representation of Novick’s learning models, it can also affect the ability of understanding concepts and student motivation when combined with edutainment media (Najib 2019). Enhancing students’ cognitive abilities can also be improved through Novick’s learning model (Nurhayati dkk. 2019). This shows that Novick’s learning model can improve some students’ abilities.

Based on the results of this study that there is an influence between Novick’s learning model on mathematical reasoning abilities. The influence given by Novick’s learning model is because this learning model uses conceptual steps where students can develop their own knowledge so that in memory storage knowledge can last longer than usual and can develop various abilities of thinking of students incarnate scientific thinking and can also produce students are more active when the learning process.

There is no significant influence of conventional learning models on mathematical reasoning ability because the teaching and learning process in the control class only interacts with the delivery of learning material and students only listen, listen, and record what has been said by the researcher and the absence of conceptual steps applied to the learning model conventional.

Based on this, students who apply the Novick learning model produce mathematical reasoning abilities that are better than students who apply conventional learning models.

Reflecting on previous research In addition to Novick’s learning model there is an open-ended approach that also affects mathematical reasoning abilities (Bernard dan Chotimah 2018), students’ mathematical reasoning abilities will have a significant effect when using the Teams Games Tournament (TGT) learning model when compared to the use of the Numbered Head Together (NHT) learning model (Rahmawati 2017).

In addition to learning models that can affect students' mathematical reasoning abilities, there are also learning styles that can affect students' mathematical reasoning. One style that can influence mathematical reasoning ability is the SAVI learning style. This can be seen from the results of the posttest given at the end of the lesson.

Based on observations on the learning process that uses Novick’s learning model or conventional learning models, there are still students who have a Somatic, Auditory, Visualization, or Intellectually learning style but when the learning process students are less active and less reasoning in understanding the material so as to obtain test scores that unfavorable, while students who look mediocre, who are not too prominent in the SAVI style of learning category in the process of learning they are active and understand the material so that they get better test scores. However, the use of SAVI learning styles is better than direct learning models for improving students’ mathematical problem solving abilities (Sugesti, Simamora, dan Yarmayani 2018). The SAVI learning style will be more effective in increasing distance learning in space if combined with the CPS (Creative Problem Solving) learning model (Wijayanti dan Sungkono 2017).

Based on several research tests that have been conducted, the conclusion obtained that there is no difference in the effect between the treatment of learning and learning styles of students on the ability of mathematical reasoning, then the characteristics of differences in learning styles of students to mathematics learning will be the same for each learning treatment. While the learning treatment using Novick applies the conclusion that the somatic learning style is better than the auditory learning style, visualization, and intellectually.
Theoretically states that what can influence the ability of mathematical reasoning is seen from the learning styles of students and the delivery of material by the use of appropriate learning models by educators. In this study there is no interaction between Novick's learning model and SAVI learning style on students' mathematical reasoning abilities.

Factors that cause research results are not fulfilled, because students are less active and lack of communication between other colleagues in the learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis results obtained there is the influence of Novick's learning model on students' mathematical reasoning abilities. And there is an influence between students who have SAVI learning styles on students' mathematical reasoning abilities. There is no interaction between Novick's learning model with SAVI learning style on students' mathematical reasoning abilities.

The suggestions from researchers are: For educators, it is hoped that through this research educators can get to know methods of learning other than lectures namely Novick so that educators will be more motivated when innovating in learning to minimize student shortcomings and maximize students' mathematical reasoning abilities while for other researchers, it is expected the results of this study can be used as a reference in conducting research by deepening the scope and expanding research.

REFERENCES


