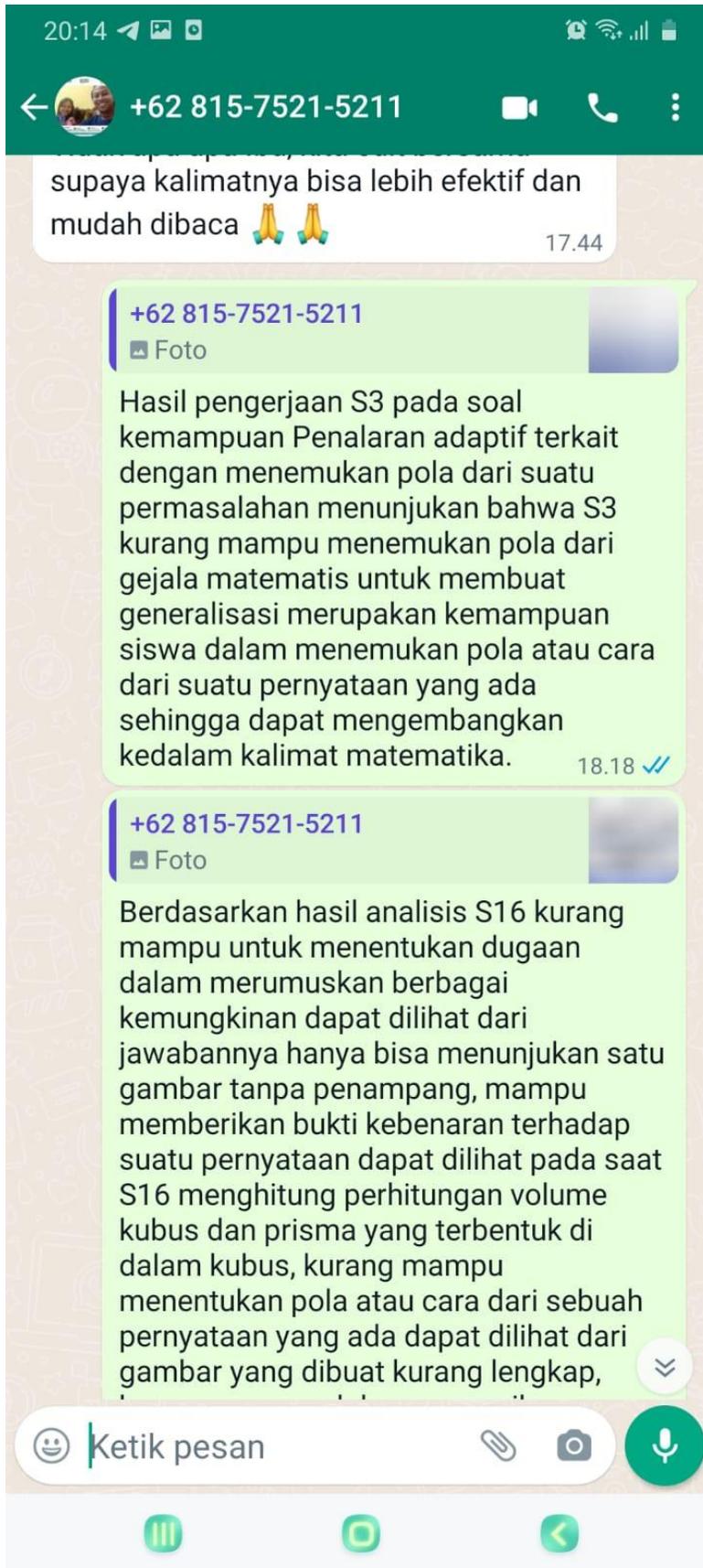


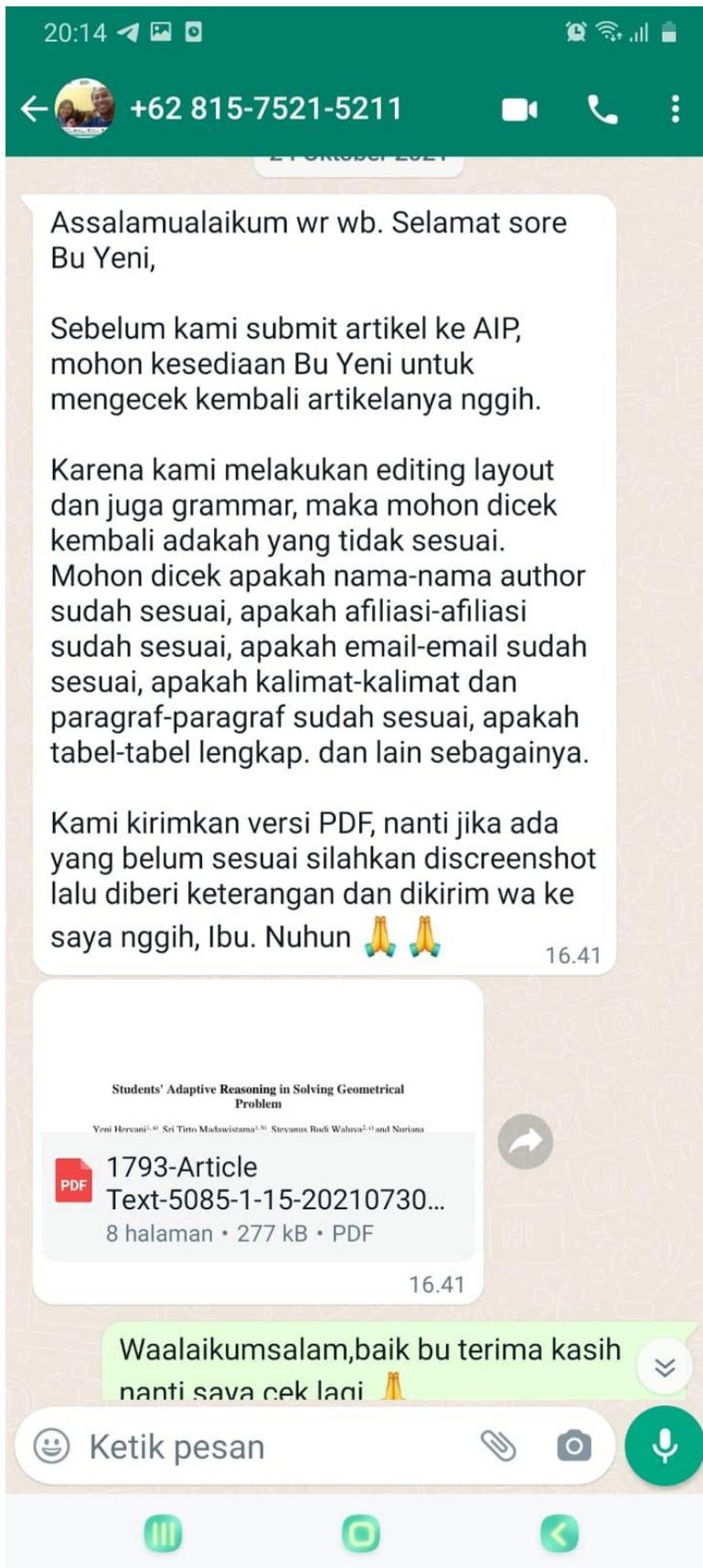
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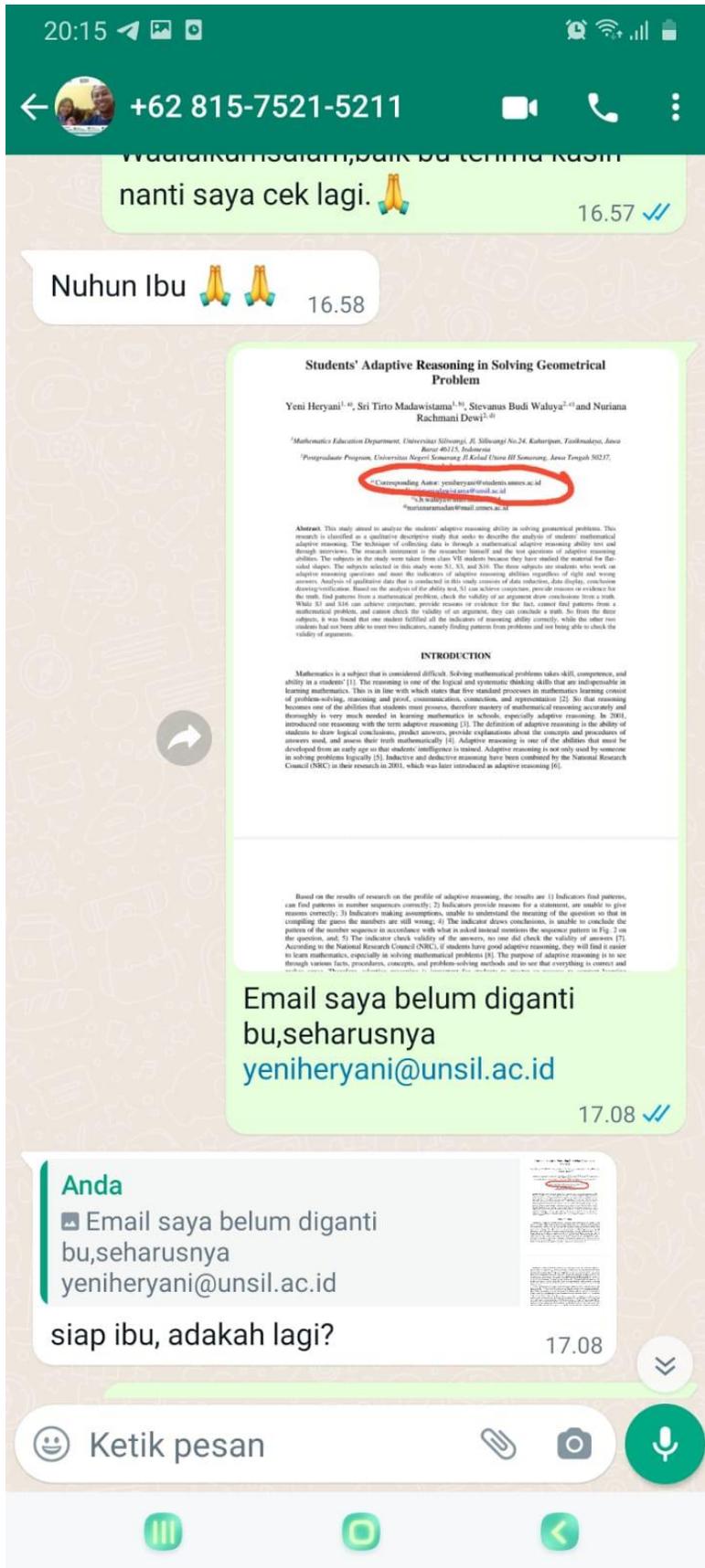


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Students' Adaptive Reasoning in Solving Geometrical Problem

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Abstract. This study aimed to analyze the students' adaptive reasoning ability in solving geometrical problems. This research is classified as a qualitative descriptive study that seeks to describe the analysis of students' mathematical adaptive reasoning. The technique of collecting data is through a mathematical adaptive reasoning ability test and through interviews. The research instrument is the researcher himself and the test questions of adaptive reasoning abilities. The subjects in this study were taken from class VII students because they have studied the material for the solid shapes. The subjects selected in this study were S1, S3, and S16. The three subjects are students who took an adaptive reasoning question and score the indicators of adaptive reasoning abilities regardless of right and wrong answers. Analysis of qualitative data that is conducted in this study consists of data reduction, data display, conclusion drawing/verification. Based on the analysis of the ability test, S1 can achieve conjectures, provide reasons or evidence for the truth, find patterns from a mathematical problem, check the validity of an argument draw conclusions from a truth. While S3 and S16 can achieve conjectures, provide reasons or evidence for the fact, cannot find patterns from a mathematical problem, and cannot check the validity of an argument, they can conclude a truth. So from the three subjects, it was found that one student fulfilled all the indicators of reasoning ability correctly, while the other two students had not been able to meet two indicators, namely finding patterns from problems and not being able to check the validity of arguments.

INTRODUCTION

Mathematics is a subject that is considered difficult. Solving mathematical problems takes skill, competence, and ability in a student [1]. The reasoning is one of the logical and systematic thinking skills that are indispensable in learning mathematics. This is in line with which states that five standard processes in mathematics learning consist of problem-solving, reasoning and proof, communication, connection, and representation [2]. So that reasoning becomes one of the abilities that students must possess, therefore mastery of mathematical reasoning accurately and thoroughly is very much needed in learning mathematics in schools, especially adaptive reasoning. In 2001, introduced one reasoning with the term adaptive reasoning [3]. The definition of adaptive reasoning is the ability of students to draw logical conclusions, predict answers, provide explanations about the concepts and procedures of answers used, and assess their truth mathematically [4]. Adaptive reasoning is one of the abilities that must be developed from an early age so that students' intelligence is trained. Adaptive reasoning is not only used by someone in solving problems logically [5]. Inductive and deductive reasoning have been combined by the National Research Council (NSRC) in their research in 2001, which was later introduced as adaptive reasoning [6].

Based on the results of research on the profile of adaptive reasoning, the results are 1) Indicators find patterns, can find patterns to number sequences correctly; 2) Indicators provide reasons for a statement, are unable to give reasons correctly; 3) Indicators making assumptions, unable to understand the meaning of the question so that in compiling the given numbers are still wrong; 4) The indicator draws conclusions, is unable to conclude the pattern of the number sequence in accordance with what is asked instead mentions the sequence pattern in Fig. 2 on the question, and; 5) The indicator check validity of the answers, no one did check the validity of answers [7]. According to the National Research Council (NSRC), if students have good adaptive reasoning, they will find it easier to learn mathematics, especially in solving mathematical problems [8]. The purpose of adaptive reasoning is to see through various facts, procedures, concepts, and problem-solving methods and to see that everything is correct and

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