ABSTRACT

Nisa Husni Fauziah. 2023. **Analysis of Mathematical Abstraction Ability in terms of Learning Style according to David Kolb.** Department of Mathematics Education. Faculty of Teacher Training and Education. Siliwangi University.

The purpose of this study was to analyze the mathematical abstraction ability of students in terms of learning styles according to David Kolb. The method used is descriptive qualitative with exploration techniques to find out, describe, describe and analyze the mathematical abstraction ability of students in terms of diverger learning style, converger learning style, accommodator learning style and assimilator learning style. Data collection techniques in this study were using the Kolb Learning Style Inventory (KLSI) questionnaire, mathematical abstraction ability test questions in the form of description questions and interviews. To find out the learning style, students are given a KLSI questionnaire and then given a mathematical abstraction ability test question so that students who have the most dominant type of learning style from each David Kolb learning style are analyzed for mathematical abstraction ability. The KLSI questionnaire and mathematical abstraction ability test questions were given to 21 students of class VIII D SMP Al-Halim Garut Regency. Mathematical abstraction ability with diverger learning style is able to transform problems into symbols, make equivalent equations, associate a concept with other concepts. Make generalizations and make equations that fit the given situation. Mathematical abstraction ability with converger learning style and assimilator style has not been able to transform problems into symbols, while mathematical abstraction ability with accommodator learning style has not been able to transform problems into symbols and make equations that fit the given situation.

Keywords: Abstraction Ability, Learning Style, David Kolb.