**ABSTRACT**

The purpose of this study was to examine differences in mathematical problem solving capacity building of students in a course in calculus 1 review of learning styles after getting learning Assessment For Learning Through Peer Assessment. Two classes were randomly selected by cluster random sampling for the research sample, which was selected as a sample class that is a class IC research as an experimental class and control class as a class IB. This research method is a mix method. Based on data analysis, using assessment for student learning through peer assessment has mathematical problem solving abilities better than students who do not use assessment for learning through peer assessment in terms of learning styles used, and based on the quality of the normalized gain. The results of the analysis of the normalized gain increase in mathematical problem solving of students who obtain assessment for learning through peer assessment better than students who did not receive an assessment for learning through peer assessment is based on the quality of the normalized gain. More dominant learning style is auditory used, it indicates that the student is more focused on the ability to talk, discussion, a good listener, have good concentration, and can only learn when the learning environment is conducive in the sense of quiet environment is not disturbed by the commotion. Students were able to do a good discussion, provide feedback in the form of questions, responses and objections to the teaching materials and worksheets are done together, and is able to properly assess the results of his work through peer assessment. And there was an interaction between learning styles with mathematical problem solving ability of students seen normalized quality gain.

Keywords:  
Assessment For Learning Through Peer Assessment, Mathematical Problem Solving Ability and Learning Styles

**ABSTRAK**

Tujuan penelitian ini adalah untuk menelaah perbedaan peningkatan kemampuan mathematical problem solving mahasiswa pada mata kuliah kalkulus 1 di tinjau dari gaya belajar setelah mendapatkan pembelajaran Assessment For Learning Melalui Peer Assessment. Dipilih dua kelas secara acak dengan cluster random sampling untuk dijadikan sampel penelitian, kelas yang terpilih sebagai sampel penelitian yaitu kelas IC sebagai kelas eksperimen dan kelas IB sebagai kelas control. Metode penelitian ini adalah mix method. Berdasarkan analisis data, mahasiswa yang menggunakan assessment for learning melalui peer assessment mempunyai kemampuan mathematical problem solving lebih baik dari mahasiswa yang tidak menggunakan assessment for learning melalui peer assessment ditinjau dari gaya belajar yang digunakan, dan berdasarkan kualitas gain ternormalisir. Hasil analisis gain ternormalisir peningkatan mathematical problem solving mahasiswa yang memperoleh assessment for learning melalui peer assessment lebih baik dari mahasiswa yang tidak memperoleh assessment for learning melalui peer assessment berdasarkan kualitas gain ternormalisir. Gaya belajar yang lebih dominan digunakan adalah auditori, hal ini menunjukkan bahwa mahasiswa lebih berfokus pada kemampuan bicara, berdiskusi, pendengar yang baik, mempunyai konsentrasi yang baik, dan hanya dapat belajar apabila lingkungan belajarnya kondusif dalam arti lingkungannya sunyi tidak terganggu oleh keributan. Mahasiswa mampu melakukan diskusi dengan baik, memberikan umpan balik berupa pertanyaan, tanggapan dan sanggahan terhadap bahan ajar dan lembar kerja yang dikerjakan secara bersama-sama, dan mampu melakukan penilaian dengan baik terhadap hasil pekerjaan temannya melalui peer assessment. Dan terdapat interaksi antara gaya belajar dengan kemampuan mathematical problem solving mahasiswa dilihat dari kualitas gain ternormalisir.

Kata kunci :

Assessment For Learning Melalui Peer Assessment, Kemampuan Mathematical Problem Solving dan Gaya Belajar