**ABSTRACT**

**Mutmainnah, 2013. The Influence Inductive-Deductive Approach of Grade IV SD Negeri 30 Tongke-Tongke, Kab. Sinjai. *Thesis.* Mathematics Departement. Faculty of Mathematics and Sciences. State University of Makassar.**

This research is an pre experimental research which involves one groups in the treatment. This research aims to know (1) The description of the mathematics learning result of students who were taught before using inductive-deductiveapproach of grade IV of SD Negeri 30 Tongke-Tongke, Kab. Sinjai, (2) The description of the mathematics learning result of students who were taught after using inductive-deductiveapproach of grade IV of SD Negeri 30 Tongke-Tongke, Kab. Sinjai, (3) The description of the mathematics learning result of students who were taught after using inductive-deductiveapproach is better than the description of the mathematics learning result of students who were taught before using inductive-deductiveapproach of grade IV of SD Negeri 30 Tongke-Tongke, Kab. Sinjai . This research conducted at students in the grade IV of SD 30 Tongke-Tongke, Kab. Sinjai in odd semester, academic year 2012/2013 and choose 1 class of 2 class by simple random as experimental unit. The technical analysis are descriptive and inferential statistics. The obtained result from descriptive statistics analysis as follows: (1) The mathematics learning result of students who were taught before using inductive-deductiveapproach with average increase of 32,23 and standard deviation is 13,420, (2) The mathematics learning result of students who were taught after using inductive-deductiveapproach with average is 77,50 and standard deviation is 18,873. (3) From the result of inferential statistics analysis obtained *p* value=0,000˂α (0,05) so that H0 is rejected or there is the mathematics learning result which is taught after using inductive-deductiveappoach is better than before using inductive-deductiveapproach. Based on this research, we can conclude that mathematics learning result of students which is taught after using inductive-deductiveapproach is better than mathematic learning result of students taught before using inductive-deductiveapproach.

**Keyword:** Learning approach, inductive-deductiveapproach, Learning Result

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