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**STUDENT'S MATHEMATIC REFLECTIVE THINKING ABILITY
 THROUGH THE IMPROVE LEARNING MODEL**

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Abstract

Several studies show that the learning process with a metacognitive approach helps students develop their reflective thinking skills. One of the IMPROVE syntaxes is asking metacognitive questions. This study aims to describe the influence of the IMPROVE learning model on students' mathematical reflective thinking abilities. For this reason, this study uses a quantitative approach with descriptive analysis techniques after comparing

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