

ABSTRAK

DEWI PURNAMA SARI. Analisis Kemampuan Spasial Dan *Self-Efficacy* Siswa Pada Pembelajaran Kooperatif Tipe *Jigsaw* Di SMAS Muhammadiyah 8 Kisaran. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2018.

Penelitian ini bertujuan untuk menganalisis kemampuan spasial dan *self-efficacy* menggunakan model kooperatif tipe *jigsaw*, meliputi (1) proses berpikir siswa pada kemampuan spasial (2) *self-efficacy* siswa setelah pembelajaran kooperatif tipe *jigsaw* dan (3) kadar aktivitas aktif siswa selama proses pembelajaran. Subjek dalam penelitian ini adalah siswa X-IPA² SMAS muhammadiyah 8 kisaran sebanyak 34 orang dan objek penelitian ini adalah kemampuan spasial dan *self-efficacy* siswa serta aktivitas aktif siswa. Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen yang digunakan terdiri dari tes kemampuan spasial, angket *self-efficacy*, lembar observasi aktivitas siswa, dan pedoman wawancara. Analisis data menggunakan model Mile and Huberman. Berdasarkan data yang diperoleh, proses berpikir siswa pada kemampuan spasial setelah pembelajaran dengan model kooperatif tipe *jigsaw* dikategorikan dalam tiga kategori yaitu tinggi, sedang dan rendah. (1) Siswa dengan kemampuan spasial tinggi memiliki proses berpikir eksplorasi, pemikiran metadis, berpikiran alologis, berpikir abstrak, sintesis, serendipity, dan mendaur ulang ide. Siswa dengan kemampuan spasial tinggi juga memiliki pengimajinasian yang tinggi. Siswa dengan kemampuan spasial sedang memiliki proses berpikir eksplorasi, serendipity, berpikir analogis, berpikir semi abstrak, dan mendaur ulang ide serta memiliki pengimajinasian yang sedang. Siswa dengan kemampuan spasial rendah dalam memahami masalah menggunakan proses berpikir eksplorasi ,analogis, semi abstrak, sintesis dan memiliki pengimajinasian yang rendah. (2) Secara keseluruhan *self-efficacy* yang dimiliki siswa sebesar 73.31% dengan kategori sedang, sehingga disimpulkan *self-efficacy* yang dimiliki siswa SMAS Muhammadiyah 8 Kisaran setelah pembelajaran kooperatif tipe *jigsaw* baik. (3) Keseluruhan prosentase aktivitas aktif siswa yang digunakan selama kegiatan belajar mengajar berada pada interval toleransi waktu ideal yang ditetapkan.

Kata Kunci: Kemampuan Spasial, *Self-Efficacy*, Aktivitas Aktif Siswa, Kooperatif Tipe *Jigsaw*

ABSTRACT

DEWI PURNAMA SARI. *Analysis of Spatial Ability And Self-Efficacy of Students In Cooperative Learning By Using Jigsaw At SMAS Muhammadiyah 8 Kisaran.* Thesis. Medan: Post Graduate Program, State University of Medan, 2018.

The study aims at analyzing students spatial ability and self-efficacy by using Cooperative learning Jigsaw type, including (1) students' thinking process on spatial ability (2) students self efficacy after learning process using jigsaw type of cooperative learning (3) students' active participation level in learning process. Subjects of the study are 38 students of X-IPA2 of SMAS Muhammadiyah 8 and its objects are students' spatial ability, self -efficacy and active participation. The current study is a qualitative-descriptive study. The instrumentations used are spatial ability test, self efficacy questionnaires, students' activities observation sheet and interview guideline. The data is analyzed by using Miles-Huberman Model. Based on the data collected, students' thinking processes on spatial ability after learning by using Jigsaw type of Cooperative learning are classified into high, medium, and low. (1) Students with high spatial ability have exploratory thinking processes, methodical thinking, analogical thinking, abstract thinking, synthesis, serendipity, and recycling ideas. Students with high spatial abilities also have high imagination. Students with medium spatial ability have exploration, serendipity, thinking analogically, thinking semi-abstractly, and recycling ideas and having medium imagination. Students with low spatial abilities in understanding the problem use exploration, analogical, semi-abstract thinking, synthesis and have low imagination. (2) Overall students' *self-efficacy* is 73.31% in the medium category, so it is concluded that *Self-efficacy* students of SMAS Kisaran 8 after learning by using Jigsaw type of cooperative learning is good. (3) Whole percentage of students' active participation in teaching learning process is at tolerance interval of the ideal time set.

Keywords: Spatial Ability, *Self-Efficacy*, Students' Active Participation, Jigsaw Type Of Cooperative Learning