

ABSTRAK

LILIS SYAFRIANI. Perbedaan Kemampuan Representasi Matematis dan *Self-Efficacy* Siswa Antara Model Pembelajaran Berbasis Masalah Dan Kontekstual di SMP Negeri 1 Meranti. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2016.

Tujuan penelitian ini adalah: (1) untuk menganalisis apakah terdapat perbedaan kemampuan representasi matematis antara siswa yang diajar dengan model pembelajaran berbasis masalah dan kontekstual, (2) untuk menganalisis apakah terdapat perbedaan *self-efficacy* siswa antara siswa yang diajar dengan dengan model pembelajaran berbasis masalah dan kontekstual, (3) untuk menganalisis apakah terdapat interaksi antara model pembelajaran dan kemampuan awal matematika terhadap kemampuan representasi matematis siswa, (4) untuk menganalisis apakah terdapat interaksi antara model pembelajaran dan kemampuan awal matematika terhadap *self-efficacy* siswa. Populasi penelitian adalah seluruh siswa SMP Negeri 1 Meranti. Sampel penelitian diambil secara acak sebanyak 2 kelas berjumlah 60 orang siswa. Analisis data dilakukan dengan Anava Dua Jalur. Hasil penelitian ini menunjukkan bahwa (1) Terdapat perbedaan kemampuan representasi matematis siswa yang diberi model pembelajaran berbasis masalah dengan siswa yang diberi pembelajaran kontekstual. (2) Terdapat perbedaan *self-efficacy* siswa yang diberi model pembelajaran berbasis masalah dengan siswa yang diberi pembelajaran kontekstual. (3) Tidak terdapat interaksi antara model pembelajaran matematika (pembelajaran berbasis masalah dan pembelajaran kontekstual) dengan kemampuan awal terhadap kemampuan representasi matematis siswa. (4) Tidak terdapat interaksi antara model pembelajaran matematika (pembelajaran berbasis masalah dan pembelajaran kontekstual) dengan kemampuan awal matematis terhadap *self-efficacy* siswa.

Kata Kunci: Model Pembelajaran Berbasis Masalah, Pembelajaran Kontekstual, Representasi Matematis, dan *Self-Efficacy*



ABSTRACT

LILIS SYAFRIANI. The difference on Students' Mathematical Representation Ability and Self-Efficacy between Problem Based-Learning and Contextual learning in The Public Junior High School 1 Meranti . Thesis. Medan: Mathematics Education Study Program Postgraduate School of University of Medan, 2016.

This study aimed to: (1) to analyze if there is differences on students' mathematical representation ability between students taught by Problem Based Learning and Contextual learning, (2) to analyze if there is differences in self-efficacy ability between students taught by Problem Based-Learning and Contextual learning, (3) to analyze if there is interaction between learning and prior knowledge of mathematic on students' mathematical representation ability, (4) to analyze there is interaction between learning and prior knowledge of mathematic on students' self-efficacy ability. The population was all of students of the Public Junior High School 1 Meranti . Samples were randomly selected of 2 classes numbered 60 students. The Data was analysed by Two Way ANAVA. The results showed that: (1) There are differences on students' mathematical representation ability between students taught by Problem Based-Learning and Contextual learning. (2) There are differences in differences in self-efficacy ability between students taught by Problem Based Learning and Contextual learning. (3) There is no interaction between the learning model mathematics (problem-based learning and contextual learning) with the prior knowledge of the ability of students' mathematical representation. (4) There is no interaction between the learning model mathematics (problem-based learning and contextual learning) with early mathematical ability to self-efficacy students.

Keywords: Problem Based-Learning, Contextual Learning, Mathematical Representation and Self-Efficacy.

