

## ABSTRAK

**EFIYANTI SIREGAR.** Perbedaan Kemampuan Pemecahan Masalah dan *Self Efficacy* Siswa Antara Pembelajaran *Blended Learning* Berbasis Masalah dan Pembelajaran *Konvensional* di SMP

Ada lima standar kemampuan matematis yang harus dimiliki siswa salah satunya yaitu kemampuan pemecahan masalah. Kemudian, faktor afektif juga bisa menjadi pendukung peningkatan kemampuan pemecahan masalah seperti *self efficacy yang ada* dalam diri siswa. Penerapan pembelajaran *blended learning* berbasis masalah diharapkan dapat memperlihatkan perbedaan kemampuan pemecahan masalah siswa yang diberi pembelajaran *blended learning* berbasis masalah dan siswa yang diberi pembelajaran *konvensional*. Serta dapat diketahui apakah terdapat interaksi antara KAM dan model pembelajaran terhadap kemampuan pemecahan masalah dan juga *self efficacy* sehingga hal ini juga yang menjadi tujuan dari penelitian ini. Yang mana penelitian ini dilaksanakan di SMP swasta Imelda Medan dengan jumlah populasi seluruh siswa di SMP tersebut. Dan sampel penelitian berjumlah 60 siswa yang terdiri dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan bahwa terdapat perbedaan kemampuan pemecahan masalah dan *self efficacy* antara siswa yang diberi pembelajaran *blended learning* berbasis masalah dan siswa yang diberi pembelajaran *konvensional*. Yang mana kemampuan pemecahan masalah dan *self efficacy* siswa di kelas eksperimen memiliki rata-rata yang lebih tinggi yaitu sebesar 78,53 dan 28,73, dibandingkan kelas kontrol yang rata-ratanya sebesar 71,56 dan 22,3. Kemudian terdapat interaksi KAM dan model pembelajaran terhadap kemampuan pemecahan masalah dengan nilai  $F_{hitung}$  sebesar 3,766 dan  $F_{(0,05,2,54)} = 3,17$  karena  $F_{\alpha\beta} > F_{(0,05,2,54)} = 3,17$ . Dan tidak terdapat interaksi KAM dan model pembelajaran terhadap *self efficacy* nilai  $F_{hitung}$  sebesar 1,481 dan  $F_{(0,05,2,54)} = 3,17$  karena  $F_{\alpha\beta} < F_{(0,05,2,54)} = 3,17$

**Kata Kunci:** kemampuan pemecahan masalah, *self efficacy*, pembelajaran *blended learning* berbasis masalah, pembelajaran *konvensional*



## ABSTRACT

**EFIYANTI SIREGAR.** Differences in Problem Solving Skills and Self Efficacy Students Between Learning Blended and Learning Based Conventional Problems in SMP

There are five mathematical skills that students must have in one of them is problem solving. Then, the affective factor can also be a supporter of increased problem-solving skills such as self efficacy that exist in the students. The implementation of problem-based blended learning learning is expected to demonstrate differences in problem solving skills that are given problem-based learning blended learning and students who are given conventional learning. And it can be known if there is an interaction between the KAM and the model of problem solving skills and self efficacy so that it is also the purpose of this research. The research was conducted in the private junior high school Imelda Medan with the total population of students in the junior high school. And the research samples amounted to 60 students consisting of two classes, the experimental class and the control class. The results showed that there was a difference in problem-solving capabilities and self efficacy among students who were given learning blenndd-based problems and students who were given conventional learning. The problem-solving capabilities and self efficacy students in the experimental class have a higher average of 78.53 and 80.45, compared to the average control class of 71.56 and 65.87. Then there is KAM interaction and learning model of problem solving capability with calculate value of 3.766 and  $F_{(0.05,2,54)} = 3,17$  karena  $F_{\alpha\beta} > F_{(0.05,2,54)} = 3,17$ . Moreover, there is no interaction of KAM and the model of learning against self efficacy with fcalculate of 1,481 and  $F_{(0.05,2,54)} = 3,17$  because  $F_{\alpha\beta} < F_{(0.05,2,54)} = 3,17$ .

**Keywords:** problem-solving skills, *self efficacy*, problem-based blended learning, conventional learning

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