

ABSTRAK

SARAMIKA, Perbedaan Kemampuan Pemecahan Masalah Matematis Dan Kemandirian Belajar Siswa Antara Model Pembelajaran TAPPS Dan STAD Berbantuan *Software Geogebra* di SMK Al-Washliyah 2 Perdagangan. Tesis. Medan : Program Pascasarjana Universitas Negeri Medan, 2021.

Penelitian ini bertujuan untuk mengetahui: (1) perbedaan kemampuan pemecahan masalah matematis siswa antara siswa yang diberi model pembelajaran *thinking Aloud Pair problem solving* (TAPPS) dan model pembelajaran kooperatif tipe STAD berbantuan software *Geogebra* di SMK Al-Washliyah 2 Perdagangan; (2) interaksi antara KAM dan model pembelajaran (*Thinking Aloud Pair Problem Solving* dan pembelajaran kooperatif tipe STAD) terhadap kemampuan pemecahan masalah matematis (3) perbedaan kemandirian belajar siswa antara siswa yang diberi model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) berbantuan *Software Geogebra* dengan siswa yang diberi model pembelajaran kooperatif tipe STAD berbantuan *Software Geogebra* di SMK Swasta Al-Washliyah 2 Perdagangan; dan (4) interaksi antara KAM dan model pembelajaran (*Thinking Aloud Pair Problem Solving* dan pembelajaran kooperatif tipe STAD) terhadap kemandirian belajar siswa. Penelitian ini merupakan penelitian quasi eksperimen. Populasi penelitian adalah seluruh siswa kelas XI SMK Swasta AL-WASHLIYAH 2 PERDAGANGAN Tahun Pelajaran 2019/2020 dengan sampel kelas XI- 1 TKJ yang diberi pembelajaran dengan model TAPPS dan kelas XI-2 TKJ yang diberi pembelajaran dengan model STAD. Setiap kelas terdiri dari 32 siswa. Instrumen penelitian yang digunakan adalah tes kemampuan pemecahan masalah matematis siswa dan angket kemandirian belajar siswa. Analisis data dilakukan dengan analisis varians (ANAVA) dua Jalur. Hasil penelitian menunjukkan bahwa: (1) Terdapat perbedaan kemampuan pemecahan masalah matematis siswa yang diberikan pembelajaran dengan model TAPPS dan pada model STAD berbantuan *software Geogebra*. (2) Tidak terdapat interaksi antara model pembelajaran dan kemampuan awal matematika terhadap kemampuan pemecahan masalah matematis siswa (3) Terdapat perbedaan kemandirian belajar siswa antara siswa yang diberi pembelajaran *Thinking Aloud Pair Problem Solving* berbantuan *Software Geogebra* dengan siswa yang diberi pembelajaran STAD berbantuan *Software Geogebra*. (4) Tidak terdapat interaksi antara model pembelajaran dan kemampuan awal matematika terhadap kemandirian belajar siswa.

Keywords: *Pemecahan Masalah Matematis, kemandirian belajar, Pembelajaran thinking aloud pair problem solving, kooperatif tipe STAD, Software Geogebra*

ABSTRACT

SARAMIKA, Differences in Mathematical Problem Solving Ability and self regulated learning Between the TAPPS Learning Model and STAD Learning Model Assisted Software Geogebra in SMK Al-Washliyah 2 Perdagangan. Thesis. Medan: Postgraduate Program, State University of Medan, 2021.

This Learning study focused on:(1) the differences in students' mathematical problem solving abilities between students who were given the learning model Thinking Aloud Pair problem solving (TAPPS) and the STAD type of cooperative learning model assisted Software Geogebra at SMK Swasta Al-Washliyah 2 Perdagangan; (2) the interaction between KAM and learning models (Thinking Aloud Pair Problem Solving and cooperative learning type STAD) on mathematical problem solving abilities; (3)the differences in student self regulated learning between students who were given the Thinking Aloud Pair Problem Solving (TAPPS) learning model and students who were given the STAD type cooperative learning model assisted Software Geogebra at SMK Al-Washliyah 2 Perdagangan; and (4) the interaction between KAM and learning models (Thinking Aloud Pair Problem Solving and cooperative learning type STAD) on student self regulated learning. This research is a quasi experimental research. The research population was all students of class XI SMK Swasta AL-WASHLIYAH 2 PERDAGANGAN 2019/2020 academic year with a sample of class XI-1 TKJ who were given learning with the TAPPS model and class XI-2 TKJ who were given learning with the STAD model. Each class consisted of 32 The research instrument used was a test of students' mathematical problem-solving abilities and a student self regulated learning questionnaire. Data analysis was carried out using two-way analysis of variance (ANOVA). The results showed that: (1) There were differences in the mathematical problem solving abilities of students who were given learning with the TAPPS model and the STAD model assisted Software Geogebra. (2) There is no interaction between learning models and early mathematical abilities on students' mathematical problem solving abilities. (3) There are differences in student self regulated learning between students who are Thinking Aloud Pair Problem Solving assisted Software Geogebra and students who are given STAD learning assisted Software Geogebra. (4) There is no interaction between the learning model and the initial mathematical ability of students' self regulated learning.

Keywords: Mathematical Problem Solving, students' self regulated learning, Thinking Aloud Pair Problem Solving, STAD Cooperative, Geogebra Software