ABSTRAK

MARKUS HAREFA. Perbedaan Kemampuan Pemecahan Masalah Matematis dan *Self-Efficacy* Siswa antara Model Pembelajaran *Contextual Teaching and Learning* dengan *Problem Based Learning*. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2022.

Penelitian ini bertujuan untuk mengetahui: 1). Perbedaan kemampuan pemecahan masalah matematis antara siswa yang diberi model pembelajaran *Contextual Teaching and Learning* (CTL) dengan siswa yang diberi model pembelajaran *Problem Based Learning* (PBL). 2). Perbedaan *self-efficacy* antara siswa yang diberi model pembelajaran *Contextual Teaching and Learning* (CTL) dengan siswa yang diberi model pembelajaran *Problem Based Learning* (PBL). Jenis penelitian ini adalah eksperimen semu dengan populasi penelitian seluruh siswa kelas VIII SMP Gajah Mada Medan yang berjumlah 73 orang yang terdiri dari 3 kelas. Sampel penelitian ini adalah siswa kelas VIII-1 sebagai kelas eksperimen model CTL, dan kelas VIII-2 sebagai kelas eksperimen model PBL. Penelitian ini menggunakan uji-t. Berdasarkan hasil penelitian dapat disimpulkan bahwa: 1) Terdapat perbedaan kemampuan pemecahan masalah matematis antara siswa yang diberi model pembelajaran *Contextual Teaching and Learning* dengan siswa yang diberi model pembelajaran *Problem Based Learning* dengan $t_{hitung} > t_{tabel}$ yaitu 2,105 > 2,0106. 2) Terdapat perbedaan *self-efficacy* antara siswa yang diberi model pembelajaran *Contextual Teaching and Learning* dengan siswa yang diberi model pembelajaran *Problem Based Learning* dengan $t_{hitung} > t_{tabel}$ yaitu 2,340 > 2,0106.

Kata kunci: Kemampuan Pemecahan Masalah, *Self-Efficacy*, *Contextual Teaching and Learning*, *Problem Based Learning*

ABSTACK

MARKUS HAREFA. Differences in Mathematical Problem Solving Ability and Student Self-Efficacy between Contextual Teaching and Learning Models and Problem Based Learning. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2022.

This study aims to determine: 1). Differences in mathematical problem solving abilities between students who were given the Contextual Teaching and Learning (CTL) learning model and students who were given the Problem Based Learning (PBL) learning model. 2). The difference in self-efficacy between students who were given the Contextual Teaching and Learning (CTL) learning model and students who were given the Problem Based Learning (PBL) learning model. This type of research is a quasi-experimental with the research population of all eighth grade students of SMP Gajah Mada Medan, totaling 73 people consisting of 3 classes. The samples of this study were students of class VIII-1 as the experimental class of the CTL model, and class of VIII-2 as the experimental class of the PBL model. This research uses t-test. Based on the results of the study, it can be concluded that: 1) There are differences in mathematical problem solving abilities between students who are given the Contextual Teaching and Learning learning model and students who are given the Problem Based Learning learning model with $t_{count} > t_{table}$ which is $2{,}105 > 2{,}0106$. 2) There is a difference in self-efficacy between students who are given the Contextual Teaching and Learning learning model and students who are given the Problem Based Learning learning model with $t_{count} > t_{table}$, namely $2{,}340 > 2{,}0106$.

Keywords: Problem Solving Ability, Self-Efficacy, Contextual Teaching and Learning, Problem Based Learning.