

ABSTRAK

ERMANSYAH. Peningkatan Kemampuan Pemecahan Masalah Matematik dan *Self Efficacy* Siswa Melalui Pembelajaran Kooperatif Tipe *Two Stay Two Stray* Berbantuan Geogebra di SD Negeri 064036 Medan. Tesis. Medan: Program Studi Pendidikan Dasar Program Pascasarjana Universitas Negeri Medan. 2016

Kata Kunci: Kemampuan pemecahan masalah matematik, *Self Efficacy* siswa, Pembelajaran kooperatif tipe *two stay two stray*, dan GeoGebra .

Penelitian ini bertujuan untuk mengetahui: (1) apakah peningkatan kemampuan pemecahan masalah matematik siswa yang memperoleh pembelajaran kooperatif tipe *two stay two stray* berbantuan Geogebra lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (2) apakah peningkatan *self efficacy* siswa yang memperoleh pembelajaran kooperatif tipe *two stay two stray* berbantuan Geogebra lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (3) bagaimana bentuk proses penyelesaian masalah matematik (proses jawaban) siswa terkait kemampuan pemecahan masalah matematik siswa dengan pembelajaran kooperatif tipe *two stay two stray* berbantuan Geogebra dan pembelajaran konvensional. Penelitian ini merupakan penelitian *quasi eksperimen*. Subjek dalam penelitian ini adalah siswa kelas V SD Negeri 064036 Medan. Kelas eksperimen diberi perlakuan pembelajaran kooperatif tipe *Two Stay Two Stray* dengan berbantuan GeoGebra dan kelas kontrol diberi perlakuan pembelajaran konvensional. Instrumen yang digunakan adalah tes kemampuan pemecahan masalah matematika dan angket *self efficacy*. Analisis data dilakukan dengan ANAVA 2 Jalur. Hasil penelitian menunjukkan bahwa: (1) peningkatan kemampuan pemecahan masalah matematik siswa yang memperoleh pembelajaran kooperatif tipe *two stay two stray* berbantuan Geogebra lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (2) peningkatan *self efficacy* siswa yang memperoleh pembelajaran kooperatif tipe *two stay two stray* berbantuan Geogebra lebih tinggi daripada siswa yang memperoleh pembelajaran konvensional; (3) bentuk proses penyelesaian masalah matematik (proses jawaban) siswa terkait kemampuan pemecahan masalah matematik siswa dengan pembelajaran kooperatif tipe *two stay two stray* berbantuan Geogebra lebih baik daripada pembelajaran konvensional.

ABSTRACT

ERMANSYAH. The Increased Mathematical Problem Solving Ability and Self Efficacy Through Cooperative Learning Type Two Stay Two Stray Assisted Geogebra of SD Negeri 064036 Medan. Thesis. Medan: Basic Education Postgraduate Program, State University of Medan, 2016

Keywords: Mathematical Problem Solving Ability, Self-Efficacy, cooperative learning type two stay two stray, and GeoGebra.

The purposes of the research are to determine: (1) is the increased mathematical problem solving ability of student through cooperative learning type two stay two stray assisted Geogebra the higher than mathematical problem solving ability of student through conventional learning, (2) is the increased self efficacy of student through cooperative learning type two stay two stray assisted Geogebra the higher than self efficacy of student through conventional learning, and (3) how student's answering process in mathematical problem solving ability in learning using cooperative learning type two stay two stray assisted Geogebra and conventional learning. The research is a quasi-experiment. The subject of the research is V students of SD Negeri 064036 Medan. Experimental class was given a treatment by cooperative learning type two stay two stray assisted GeoGebra and the control class was treatment conventional learning. Instruments used consist is mathematics problem solving test and *self-efficacy* questionnaire. Data analysis was conducted by Two Ways ANOVA. The results of the research show that: (1) the increased mathematical problem solving ability of student through cooperative learning type two stay two stray assisted Geogebra the higher than mathematical problem solving ability of student through conventional learning, (2) the increased self efficacy of student through cooperative learning type two stay two stray assisted Geogebra the higher than self efficacy of student through conventional learning, (3) student's answer process that through by cooperative learning type two stay two stray assisted Geogebra the more than conventional learning.

