

ABSTRAK

RIDHA HUTAMI. 8146182035. Perbedaan Pendekatan Pembelajaran Matematika Realistik dan *Open Ended* terhadap Peningkatan Kemampuan Pemecahan Masalah Dan *Self Efficacy* Siswa SD Negeri 104233 Bandar Labuhan.

Penelitian ini bertujuan untuk menganalisis: (1) Pendekatan pembelajaran PMR dan OE terhadap kemampuan pemecahan masalah; (2) peningkatan kemampuan pemecahan masalah siswa yang diajarkan dengan PMR dan OE; (3) pengaruh pendekatan pembelajaran PMR dan OE terhadap *Self Efficacy* siswa. Penelitian berbentuk *Pre-Experimental Design* dengan rancangan *Two Group Pretest-Posttest*. Instrumen yang digunakan yaitu tes kemampuan pemecahan masalah, dan angket *self efficacy*. Analisis data menggunakan uji-t dan *gain score*. Hasil penelitian menunjukkan: (1) Pengaruh PMR lebih baik dibandingkan OE terhadap kemampuan pemecahan masalah, hal ini berdasarkan $t_{hitung} (=2,167)$ lebih besar dari $t_{tabel} (=1,671)$; (2) Peningkatan kemampuan pemecahan masalah siswa yang diajarkan dengan PMR lebih tinggi dari OE, hal ini berdasarkan *gain score* dan karakteristik pendekatan. PMR menggunakan masalah kontekstual berbentuk cerita; (3) Pengaruh PMR lebih baik dibandingkan OE terhadap *Self Efficacy*, hal ini berdasarkan $t_{hitung} (=1,716)$ lebih besar dari $t_{tabel} (=1,671)$.

Kata kunci: pendekatan matematika realistik, kemampuan pemecahan masalah, *self efficacy*, *open ended*.

ABSTRACT

RIDHA HUTAMI. 8146182035. The Differences of Realistic and *Open-Ended* Mathematics Learning Approach to the Students' Improvement of Problem-Solving Ability and *Self Efficacy* in SD Negeri 104233 Bandar Labuhan.

The purposes of the research are to analyze: (1) PMR and OE Learning Approach to Problem-Solving Ability; (2) the improvement of students' problem-solving ability taught by PMR and OE; (3) the effect of PMR and OE Learning approach to students' *self efficacy*. The research was conducted by using *Pre-Experimental Research Design* with *Two Group Pretest-Posttest*. The data of the research were collected by administrating problem-solving ability test and *self efficacy* questionnaire. The data were analyzed by using t-test and *gain score*. The result of the research showed that: (1) the effect of PMR was better than OE to students' problem-solving ability. It was based on $t_{\text{test}} (=2, 167)$ that was higher than $t_{\text{table}} (=1, 671)$; (2) the improvement of students' problem-solving ability taught by PMR was higher than that taught by OE. It was based on *gain score* and the characteristic of the approach. PMR used contextual problem in stories; (3) the effect of PMR was better than OE to students' *self efficacy*. It was based on $t_{\text{test}} (=1, 716)$ that was higher than $t_{\text{table}} (=1, 671)$.

Keywords: *realistic mathematics approach, problem-solving ability, self efficacy, open-ended.*