

ABSTRAK

Rinda Hermayani. Perbedaan Kemampuan Komunikasi Matematik dan *Self-efficacy* Antara Pembelajaran Kooperatif Tipe TPS Dengan STAD Pada Siswa SMP Negeri Satu Atap Tanjungbalai Tahun Pelajaran 2015/2016. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2016.

Penelitian ini bertujuan untuk menganalisis: (1) perbedaan kemampuan komunikasi matematik antara siswa yang diajar melalui model pembelajaran kooperatif tipe *Think Pair Share* (TPS) dengan yang diajar melalui *Student Teams Achievement Devision* (STAD), (2) perbedaan kemampuan *self-efficacy* antara siswa yang diajar melalui model pembelajaran kooperatif tipe *Think Pair Share* (TPS) dengan yang diajar melalui *Student Teams Achievement Devision* (STAD) (3) interaksi antara model pembelajaran kooperatif (Tipe TPS dan STAD) dengan KAM terhadap kemampuan komunikasi matematik siswa. (4) interaksi antara model pembelajaran kooperatif (Tipe TPS dan STAD) dengan KAM terhadap *self-efficacy* siswa.

Penelitian ini merupakan penelitian kuasi eksperimen. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri Satu Atap Tanjungbalai, dengan mengambil sampel dua kelas berjumlah 46 siswa melalui teknik *random sampling*. Data dalam penelitian ini dianalisis dengan menggunakan analisis statistik deskriptif dan statistik inferensial yaitu ANAVA dua jalur.

Berdasarkan hasil penelitian, diketahui bahwa: (1) terdapat perbedaan kemampuan komunikasi matematik antara siswa yang diajar melalui model pembelajaran kooperatif tipe *Think Pair Share* (TPS) dengan yang diajar melalui *Student Teams Achievement Devision* (STAD), (2) terdapat perbedaan kemampuan *self-efficacy* antara siswa yang diajar melalui model pembelajaran kooperatif tipe *Think Pair Share* (TPS) dengan yang diajar melalui *Student Teams Achievement Devision* (STAD) (3) Terdapat interaksi antara model pembelajaran kooperatif (Tipe TPS dan STAD) dengan KAM terhadap kemampuan komunikasi matematik siswa. (4) Terdapat interaksi antara model pembelajaran kooperatif (Tipe TPS dan STAD) dengan KAM terhadap kemampuan *self-efficacy* siswa

Kata Kunci: Model Pembelajaran Kooperatif tipe TPS, Model Pembelajaran Kooperatif tipe STAD, Kemampuan awal matematika, Kemampuan komunikasi matematik, *Self-Efficacy*.

ABSTRACT

Rinda Hermayani. Differences of Communication Mathematic Ability and *Self-efficacy* Between Cooperative Learning TPS With STAD to Students of SMP Satu Atap Tanjungbalai Academic Year 2015/2016. Thesis. Medan: Program Master of Mathematic Education University of Negeri Medan, 2016.

This research is aimed to analyze: (1) differences in communication mathematic ability among the students taught through cooperative learning *Think Pair Share* (TPS) with those taught by *Student Teams Achievement Devision* (STAD), (2) differences in the ability of *self-efficacy* among students taught through cooperative learning *Think Pair Share* (TPS) with those taught by *student Teams Achievement Devision* (STAD) (3) interaction between cooperative learning model (type TPS, and STAD) with KAM on communication mathematic ability of students. (4) the interaction between cooperative learning model (Type TPS, and STAD) with KAM against *self-efficacy* of students.

This study is a quasi-experimental research. The study population was all students in grade VIII SMP Negeri Satu Atap Tanjungbalai, by taking samples of two classes totaling 46 students through *random sampling techniques*. The data were analyzed using descriptive statistics and inferential statistics are ANAVA two lanes.

Based on the research, found that: (1) there is a difference between students' communication mathematic ability are taught through cooperative learning model *Think Pair Share* (TPS) with those taught by *Student Teams Achievement Devision* (STAD), (2) there are differences in the ability of *self-efficacy* among the students taught through cooperative learning *Think Pair Share* (TPS) with those taught by *student Teams Achievement Devision* (STAD) (3) There is an interaction between cooperative learning (type TPS, and STAD) with KAM on the communication mathematic ability students. (4) There is interaction between cooperative learning model (Type TPS, and STAD) with KAM on the ability of *self-efficacy* students.

Keywords: Cooperative Learning type TPS, Cooperative Learning type STAD Model, prior Mathematical skill, mathematical communication ability, *Self-Efficacy*.