

ABSTRAK

DIAH RETNO INDRATI. Peningkatan Kemampuan Representasi Matematis dan *Self Efficacy* Siswa dengan Pendekatan Pembelajaran Metakognisi Di SMK Swasta PAB 2 Helvetia. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2017.

Tujuan penelitian ini untuk menganalisis: (1) Peningkatan kemampuan representasi matematis siswa yang belajar dengan pendekatan pembelajaran metakognisi lebih tinggi daripada kemampuan representasi matematis siswa yang belajar dengan pembelajaran biasa; (2) Peningkatan *self efficacy* siswa yang belajar dengan pendekatan pembelajaran metakognisi lebih tinggi daripada *self efficacy* siswa yang belajar dengan pembelajaran biasa; (3) Interaksi antara model pembelajaran dan KAM terhadap kemampuan representasi matematis siswa; (4) Interaksi antara model pembelajaran dan KAM terhadap *self efficacy* siswa. Populasi penelitian adalah seluruh siswa kelas X SMK Swasta PAB 2 Helvetia. Sampel penelitian sebanyak 60 orang siswa yang terdiri dari 2 kelas. Analisis data dilakukan dengan ANAVA Dua Jalur. Hasil penelitian ini menunjukkan bahwa (1) Peningkatan kemampuan representasi matematis siswa yang belajar dengan pendekatan pembelajaran metakognisi lebih tinggi daripada kemampuan representasi matematis siswa yang belajar dengan pembelajaran biasa; (2) Peningkatan *Self efficacy* siswa yang belajar dengan pendekatan pembelajaran metakognisi lebih tinggi daripada *self efficacy* siswa yang belajar dengan pembelajaran biasa; (3) Terdapat interaksi antara model pembelajaran dan KAM terhadap kemampuan representasi matematis siswa; (4) Terdapat interaksi model pembelajaran dan KAM terhadap *self efficacy* siswa.

Kata Kunci: Pendekatan Pembelajaran Metakognisi, Representasi Matematis, dan *Self Efficacy*.

ABSTRACT

DIAH RETNO INDRATI. Improving on Students' Mathematical Representation and *Self efficacy* Taught with Metacognitive Approach. A Thesis: Medan: Postgraduate Program, State University of Medan, 2017.

Keywords: Metacognitive Approach, Mathematical Representation and *Self efficacy*.

The purpose of this study to analysis: (1) Is the enhancement in mathematical representation ability of students taught through metacognitive approach is higher than students taught through regular learning?; (2) Is the enhancement *self efficacy* of students taught through metacognitive approach is higher than students taught through regular learning?; (3) Is there an interaction between the learning ability of students to the mathematical initial increase students' mathematical representation skills ?; (4) Is there an interaction between the learning with student's initial math ability to enhancement of *self efficacy*?. The study population was all students of grade X SMK PAB 2 Helvetia. Samples were 2 classes of 60 students. Data were analyzed by two ways ANAVA. The results of this study indicate that (1) Enhancement of mathematical representation ability of students taught through metacognitive approach is higher than students taught through regular learning (significant $0.000 < 0.05$); (2) Enhancement student's *self efficacy* who are taught through metacognitive approach is higher than students taught through regular learning (significant $0.00 < 0.05$); (3) There is a learning interaction with initial math ability to representation ability (significant 0.027); (4) There is a learning interaction with initial math ability to *self efficacy* (significant 0.000).