ABSTRAK

Ginting, Sangap, Pengaruh Strategi Pembelajaran Pemecahan Masalah dan Motivasi Berprestasi Terhadap Hasil Belajar Matematika Kelas I SMA Swasta Methodist – 1 Medan.Thesis. Sekolah Pascasarjana, Universitas Negeri Medan. 2008.

Penelitian ini bertujuan untuk mengetahui : Pengaruh Strategi Pembelajaran Pemecahan Masalah terhadap hasil belajar matematika siswa berdasarkan motivasi berprestasi siswa yang tinggi dan rendah dan mengetahui apakah ada interaksi antara strategi pemecahan masalah dan motivasi berprestasi siswa terhadap hasil belajar matematika siswa. Hipotesis dalam penelitian ini adalah : (a) Hasil belajar matematika siswa yang diajar dengan strategi pemecahan masalah umum lebih tinggi jika dibandingkan dengan strategi pemecahan masalah spesifik. (b) Hasil belajar matematika siswa yang motivasi berprestasi tinggi lebih tinggi jika dibandingkan dengan hasil belajar matematika siswa yang motivasi berprestasi rendah dan (c) Terdapat interaksi antara strategi pemecahan masalah dan motivasi berprestasi siswa terhadap hasil belajar matematika.

Penelitian ini dilakukan di kelas I SMA Swasta Methodist – 1 Medan, menggunakan metode eksprimen dengan desain faktorial 2x2 dan sampel berjumlah 83 orang. Instrumen penelitian menggunakan tes motivasi berprestasi dan tes hasil belajar matematika siswa. Tes motivasi berprestasi untuk mengetahui tinggi dan rendahnya motivasi berprestasi siswa sedangkan untuk mengukur pencapaian hasil belajar matematika digunakan tes hasil belajar matematika. Teknik analisis data menggunakan ANAVA dua jalur dan dilanjutkan dengan uji Scheffe pada taraf signifikansi $\alpha = 5\%$.

Penelitian ini menunjukkan bahwa pengujian hipotesis dengan ANAVA 2x2 adalah : (a). Hasil belajar matematika siswa yang diajar dengan strategi pemecahan masalah umum lebih tinggi jika dibandingkan dengan strategi pemecahan masalah spesifik ($F_{hitung} = 43,48 > F_{tabel} = 3,96$); (b). Hasil belajar matematika siswa yang motivasi berprestasi tinggi lebih tinggi jika dibandingkan dengan hasil belajar matematika siswa yang motivasi berprestasi rendah ($F_{hitung} = 88,76 > F_{tabel} = 3,96$) dan (c). Tidak terdapat interaksi antara strategi pemecahan masalah dan motivasi berprestasi siswa terhadap hasil belajar matematika ($F_{hitung} = 1,30 < F_{tabel} = 3,96$).

Melalui uji hipotesis ditemukan bahwa penerapan strategi pemecahan masalah umum lebih baik dari pada strategi pemecahan masalah spesifik terhadap hasil belajar matematika siswa. Dengan demikian dapat disimpulkan bahwa untuk meningkatkan hasil belajar matematika siswa di SMA diharapkan guru dapat menggunakan strategi pemecahan masalah umum dalam pembelajaran matematika.

ABSTRACT

Ginting, Sangap, The Effect of Problem Solving Instructional Strategy and Motivation Performance On Mathematic Achievement of Students of Grade X Private Senior High School Methodist – 1 Medan. A Thesis. Post graduate School, State University of Medan. 2008.

The objectives of this research were to find out the effect of problem solving instructional strategy on students' mathematic achievement based on high and low motivation performance and whether there was an interaction between problem solving instructional strategy and the students' motivation performance on the students mathematic achievement. The hypothesis of this study were : (a) The mathematic achievement of students taught using problem solving instructional strategy was higher when compared with specific problem solving instructional strategy. (b) The students' matehematic achievement with high motivation performance was higher when compared with the students' mathematic achievement with low motivation performance, and (c) There was an interaction between problem solving instructional strategy and the students' motivation performance toward mathematic achievement.

This study was conducted to the students of Grade X Private Senior High School Methodist – 1 Medan, using experiment method with 2 X 2 factorial design and a sample of eighty-three students. The research instruments used motivation performance test and the students mathematic achievement test. The mathematic performance test was to find out the high and low motivation performance where as mathematic achievement test was used to measure the mathematic achievement. The data analysis technique used was two-way ANOVA for the amount of different cells followed with Scheffe test at the level of significance $\alpha = 5\%$.

The hypothesis testing with ANOVA 2 x 2 were : (a). The students' mathematic achievement taught with general problem solving was higher compared with specific problem solving ($F_{count} = 43,48 > F_{table} = 3,96$), (b). The students' mathematic achievement with high motivation performance was higher when compared with the students with low motivation performance ($F_{count} = 88,76 > F_{table} = 3,96$), and (c). There was no interaction between problem solving instructional strategy and the students' motivation performance toward the mathematic achievement ($F_{count} = 1,30 < F_{table} = 3,96$).

Through the hypotheses testing, it was found that the application of general problem solving instructional strategy was much better than the specific problem solving instructional strategy toward the students' mathematic achievement. Therefore, it can be concluded that to improve the students' mathematic achievement at the senior high school, the teachers can apply the general problem solving instructional strategy in teaching-learning mathematic.