ABSTRAK

TRISNA SUCI. Perbedaan Kemampuan Pemecahan Masalah Matematis dan *Self-Efficacy* Siswa yang Diberi Pembelajaran Berbasis Masalah dan Pembelajaran Tipe STAD. Tesis. Medan: Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2017.

Tujuan penelitian ini adalah: (1) Mengetahui perbedaan kemampuan pemecahan masalah matematika antara siswa yang diberi model pembelajaran berbasis masalah dengan siswa yang diberi model pembelajaran STAD, (2) Mengetahui perbedaan *self-efficacy* siswa antara siswa yang diberi model pembelajaran berbasis masalah dengan siswa yang diberi model pembelajaran STAD, (3) Mengetahui apakah terdapat interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan pemecahan masalah matematis siswa, (4) Mengetahui apakah terdapat interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap *self-efficacy* siswa, Penelitian ini merupakan penelitian kuasi eksperimen. Populasi dalam penelitian ini terdiri dari seluruh siswa SMA PGRI 12 Medan. Sampel penelitian diambil secara acak sebanyak 2 kelas berjumlah 64 orang siswa. Analisis data dilakukan dengan ANAVA dua jalur. Hasil penelitian ini menunjukkan bahwa (1) Terdapat perbedaan kemampuan pemecahan masalah matematis antara siswa yang diberi pembelajaran berbasis masalah dan yang diberi pembelajaran STAD, (2) Terdapat perbedaan *self-efficacy* antara siswa yang diberi pembelajaran berbasis masalah dan yang diberi pembelajaran STAD, (3) Tidak terdapat interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan pemecahan masalah matematis siswa, (4) Tidak terdapat interaksi antara model pembelajaran dengan kemampuan awal matematika siswa terhadap kemampuan *self-efficacy* siswa

Kata Kunci: Model Pembelajaran Berbasis Masalah, Model Pembelajaran STAD, Kemampuan Pemecahan Masalah Matematis dan *Self-Efficacy* Siswa.

ABSTRACT

TRISNA SUCI. Differences in Mathematical Problem Solving Ability and Self-Efficacy Students Taught Using Problem Based Learning and Learning Type STAD. Thesis. Medan: Post-graduate of Mathematics Education Program on Medan of University, 2018.

The purpose of this research are: (1) To know the difference of problem solving ability of mathematics between students who are given problem-based learning model with students who are given STAD learning model, (2) To know the difference of self-efficacy of students between students who are given problem-based learning model with students, (3) Find out if there is interaction between learning model with students 'early math ability on students' mathematical problem solving abilities, (4) To find out whether there is interaction between learning model and student's early math ability toward student self-efficacy. This research is a quasi-experimental study. The population in this study consists of all students of SMA PGRI 12 Medan. The sample of research was taken randomly as many as 2 classes amounted to 64 students. Data analysis was done with two-way ANAVA. The results of this study indicate that (1) There is a difference of problem solving ability of mathematics between students who are given problem based learning and who are given STAD learning, (2) There is difference of self-efficacy between students who are given problem based learning and who are given STAD learning, (3) There is no interaction between the learning model with the students'early math skills to the students'mathematical problem solving abilities, (4) There is no interaction between the learning model and the students 'initial ability to the students' self-efficacy.

Keywords: Problem-based learning model, STAD learning model, mathematical problem-solving ability and students self-efficacy