

ABSTRAK

DIAN RAESITA SITIO, Perbedaan Peningkatan Kemampuan Pemecahan Masalah Dan Self-Efficacy Matematika Siswa Melalui Pembelajaran Kooperatif Tipe Jigsaw Berbasis Budaya Batak Toba Dengan Pembelajaran Langsung. Tesis. Medan. Program Studi Pendidikan Matematika Pasca Sarjana Universitas Negeri Medan. 2018.

Tujuan dari penelitian ini adalah : (1) Untuk mengetahui perbedaan peningkatan kemampuan pemecahan masalah yang diberi model pembelajaran kooperatif tipe jigsaw berbasis budaya batak toba dengan siswa yang diberi pembelajaran langsung, (2) Untuk mengetahui perbedaan peningkatan self-efficacy yang diberi model pembelajaran kooperatif tipe jigsaw berbasis budaya batak toba dengan siswa yang diberi pembelajaran langsung, (3) Menganalisis kesalahan jawaban yang dibuat siswa dalam menyelesaikan soal-soal kemampuan pemecahan masalah siswa. Jenis penelitian ini adalah kuasi eksperimen, sampel penelitian ini adalah siswa kelas VIII-1 dan VIII-2 di SMP Negeri 1 Jorlang Hataran berjumlah 48 siswa. Instrumen yang digunakan terdiri dari tes kemampuan pemecahan masalah yang berbentuk uraian, dan angket self-efficacy matematika . Instrumen tersebut telah memenuhi syarat validasi serta memiliki koefisien realibilitas untuk kemampuan pemecahan masalah matematika. Penelitian ini menggunakan pengujian Anacova. Hasil penelitian menunjukkan bahwa : (1) Terdapat perbedaan peningkatan kemampuan pemecahan masalah antara siswa yang diberi pembelajaran kooperatif tipe jigsaw berbasis budaya batak toba dengan siswa yang diberi pembelajaran langsung. Nilai n-gain hasil tes kemampuan pemecahan masalah siswa pada kelas eksperimen 2 lebih tinggi daripada kelas eksperimen 1 yaitu 0,5706 dan 0,4477. (2) Terdapat perbedaan peningkatan kemampuan self-efficacy matematis antara siswa yang diberi pembelajaran kooperatif tipe jigsaw berbasis budaya batak toba dengan siswa yang diberi pembelajaran langsung. Nilai n-gain hasil tes self-efficacy siswa pada kelas eksperimen 2 lebih tinggi daripada kelas eksperimen 1 yaitu 0,4813 dan 0,3082 .(3) Pola jawaban siswa pada kelas pembelajaran kooperatif tipe jigsaw lebih baik daripada pembelajaran langsung.

Kata kunci: Kemampuan Pemecahan Masalah, *Self-Efficacy*, Kooperatif Tipe Jigsaw, dan Pembelajaran Langsung.

ABSTRACT

DIAN RAESITA SITIO, Differences in Problem solving Ability and Student Self-Efficacy through Cooperative Learning Jigsaw Type Based Toba Batak Culture With Direct Learning. Thesis. Field. Postgraduate Study Program of Mathematics Education State University of Medan. 2018.

The aim of this research are: (1) To know the difference of problem solving capability which is given cooperative learning model jigsaw type based on batak toba culture with students who are given direct learning, (2) to know the difference of self-efficacy improvement which is given cooperative learning model type jigsaw based on Batak Toba culture with students who are given direct learning, (3) Analyzing errors of answers made by students in solving problems of problem solving skills of students. This research type is quasi experiment, this research sample is student of class VIII-1 and VIII-2 in SMP Negeri 1 Jorlang Hataran amount to 48 students. The instrument used consists of a problem-solving problem-solving test, and a self-efficacy mathematical questionnaire. The instrument has fulfilled the validation requirements and has a reliability coefficient for mathematical problem-solving abilities. This study uses Anacova testing. The results showed that: (1) There is a difference in problem-solving ability among students who were given cooperative learning type jigsaw based on batak toba culture with students who were given direct learning. The n-gain value of the students problem solving test in experiment 2 class is higher than the experimental class 1 that is 0,5706 and 0,4477. (2) There is a difference in the improvement of the ability of mathematical self-efficacy between students who are given cooperative learning type jigsaw based on Batak Toba culture with students who are given direct learning. The n-gain value of the students' self-efficacy test in the experimental class 2 is higher than the experimental class 1 that is 0,4813 and 0,3082. (3) The students' errors in the jigsaw type cooperative learning classes based on Batak Toba culture are less than the students' mistakes in the direct learning class.

Keywords: Cooperative Learning Jigsaw Type, Direct Learning, Problem Solving Ability, and Self-Efficacy.



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