

ABSTRAK

ERENTIANA PRINITA SINAGA. 8196182005. Pengaruh Model *Guided Discovery Learning* Berbasis Budaya Pakpak Terhadap Kemampuan Komunikasi Matematis dan *Self Confidence* Siswa SD Negeri No.030277 Teladan Kec. Sidikalang Kab. Dairi. Prodi Program Pascasarjana Universitas Negeri Medan, 2021.

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh yang signifikan antara pembelajaran (*guided discovery learning* berbasis budaya Pakpak dan pembelajaran langsung) terhadap kemampuan komunikasi matematis siswa, (2) Pengaruh yang signifikan antara pembelajaran (*guided discovery learning* berbasis budaya Pakpak dan pembelajaran langsung) terhadap *self confidence* siswa, (3) Interaksi antara pembelajaran (*guided discovery learning* berbasis budaya Pakpak dan pembelajaran langsung) dengan Kemampuan Awal Matematika terhadap kemampuan komunikasi matematis siswa, (4) Interaksi antara pembelajaran (*guided discovery learning* berbasis budaya Pakpak dan pembelajaran langsung) dengan Kemampuan Awal Matematika terhadap *self confidence* siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas V SD Negeri No.030277 Teladan Kec. Sidikalang Kab. Dairi Tahun Ajaran 2020/2021 yang terdiri dari tiga kelas sedangkan sampel terdiri dari dua kelas. Instrumen yang digunakan yaitu tes kemampuan komunikasi matematis dan skala sikap *self confidence*. Data yang diperoleh lalu dianalisis menggunakan anava dua jalur dengan taraf $\text{sig } \alpha = 0,05$. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh yang signifikan antara model pembelajaran terhadap kemampuan komunikasi matematis siswa diperoleh nilai $\text{sig.}0,006 < 0,05$ dengan pengaruh sebesar 51,8%; (2) terdapat pengaruh yang signifikan antara model pembelajaran terhadap *self confidence* siswa diperoleh nilai $\text{sig.}0,011 < 0,05$ dengan pengaruh sebesar 11,4%; (3) terdapat interaksi antara model pembelajaran dengan Kemampuan Awal Matematika terhadap kemampuan komunikasi matematis siswa diperoleh nilai $\text{sig.}0,000 < 0,05$, dimana kemampuan komunikasi matematis siswa yang diajarkan dengan *guided discovery learning* berbasis budaya Pakpak kategori tinggi $\bar{x} = 85$ dan kelompok rendah $\bar{x} = 65$ dan kemampuan komunikasi matematis siswa yang diajarkan dengan pembelajaran langsung kategori tinggi $\bar{x} = 65$ dan kelompok rendah $\bar{x} = 70$; (4) tidak terdapat interaksi antara model pembelajaran dengan Kemampuan Awal Matematika terhadap *self confidence* siswa diperoleh nilai $\text{sig.}0,093 > 0,05$, dimana *self confidence* siswa yang diajarkan dengan *guided discovery learning* berbasis budaya Pakpak kategori tinggi $\bar{x} = 76$ dan kelompok rendah $\bar{x} = 77$ dan *self confidence* siswa yang diajarkan dengan pembelajaran langsung kategori tinggi $\bar{x} = 66$ dan kelompok rendah $\bar{x} = 66$.

Kata Kunci: *Guided Discovery Learning* berbasis budaya Pakpak, Kemampuan Komunikasi Matematis, *Self Confidence*

ABSTRACT

ERENTIANA PRINITA SINAGA. 8196182005. The Influence of Pakpak Culture-Based Guided Discovery Learning Model in Mathematical Communication Ability and Self Confidence of Students in SD Negeri No.030277 Teladan, Sidikalang Districts, Dairi Regency. Postgraduate Program in Universitas Negeri Medan, 2021.

This study aims to determine: (1) The significant effect of learning (guided discovery learning based on Pakpak culture and direct learning) on students' mathematical communication skills, (2) The significant influence between learning (guided discovery learning based on Pakpak culture and direct learning) students' self-confidence, (3) The interaction between guided discovery learning based on Pakpak culture and direct learning with Early Mathematics Ability towards students' mathematical communication skills, (4) The interaction between learning (guided discovery learning based on Pakpak culture and direct learning) with Initial Mathematics Ability towards students' self confidence. The population in this study were all fifth grade students of SD Negeri No.030277 Teladan Kec. Sidikalang District. Dairi Academic Year 2020/2021 which consists of three classes while the sample consists of two classes. The instruments used were tests of mathematical communication skills and a scale of self-confidence attitudes. The data obtained were then analyzed using a two-way ANOVA with a sig = 0.05 level. The results showed that: (1) there was a significant influence between the learning model on the students' mathematical communication skills, the value of sig.0.006 <0.05 was obtained with an effect of 51.8%; (2) there is a significant influence between the learning model on students' self confidence, the value of sig.0.011 <0.05 is obtained with an effect of 11.4%; (3) there is an interaction between the learning model and the Early Mathematics Ability towards the students' mathematical communication skills, the value of sig.0,000 <0.05 is obtained, where the students' mathematical communication skills taught by guided discovery learning based on Pakpak culture are high category = 85 and low group = 65 and students' mathematical communication skills taught by direct learning are high category = 65 and low group = 70; (4) there is no interaction between the learning model and the Early Mathematics Ability towards students' self-confidence, the value of sig.0.093 > 0.05 is obtained, where the self-confidence of students taught by guided discovery learning based on Pakpak culture is high category = 76 and low group = 77 and self confidence of students taught by direct learning, high category = 66 and low group = 66.

Keywords: Guided Discovery Learning based on Pakpak culture, Ability Mathematical Communication, Self Confidence