

ABSTRAK

Linda Safitri, NIM 4152111022 (2015). Pengembangan Perangkat Pembelajaran Berbasis Model *Problem Based Learning* untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis dan *Self-Efficacy* Siswa Mts Al-Ulum Medan.

Penelitian ini bertujuan untuk menganalisis: 1) validitas perangkat pembelajaran yang dikembangkan melalui model *problem based learning* di kelas VIII MTs Al-Ulum Medan; 2) efektivitas perangkat pembelajaran yang dikembangkan melalui model *problem based learning* di kelas VIII MTs Al-Ulum Medan; 3) peningkatan kemampuan pemecahan masalah matematis siswa melalui perangkat pembelajaran berbasis model *problem based learning* yang dikembangkan; 4) peningkatan *self-efficacy* siswa melalui perangkat pembelajaran berbasis model *problem based learning* yang dikembangkan; 5) proses jawaban siswa dalam menyelesaikan pemecahan masalah matematis. Ujicoba dilakukan pada siswa kelas VIII MTs Al-Ulum Medan pada semester genap tahun ajaran 2019/2020. Jenis penelitian ini adalah penelitian pengembangan (*development & research*) dengan menggunakan model pengembangan perangkat pembelajaran Thiagarajan dan Semmel yaitu model 4-D yang dibatasi hanya pada tiga tahap (3-D). Hasil pengujian menunjukkan bahwa: 1) perangkat pembelajaran berbasis *problem based learning* yang dikembangkan sudah memenuhi kriteria “valid” dengan rata-rata total validitas RPP = 4,318, LAS = 4,227, tes awal (*pretest*) dan tes akhir (*posttest*) dimana tim ahli menyatakan valid dengan nilai rata-rata 4,418 dan 4,25, dan hasil validasi angket *self-efficacy* untuk setiap butir pernyataan dimana tim ahli menyatakan valid. 2) perangkat pembelajaran berbasis *problem based learning* yang dikembangkan efektif, ditinjau dari: a) ketuntasan belajar siswa secara klasikal sebesar 86,7%; b) ketercapaian tujuan pembelajaran dimana persentase pencapaian tujuan pembelajaran sebesar 81,27%; c) respon siswa sudah menunjukkan respon yang positif; dan d) waktu yang digunakan tidak melebihi waktu pembelajaran yang biasa. 3) kemampuan pemecahan masalah matematis pada uji coba II meningkat dari uji coba I. 4) *self-efficacy* siswa setelah menggunakan perangkat pembelajaran berbasis *problem based learning* berada pada kategori baik. 5) proses jawaban siswa pada uji coba II lebih baik dari uji coba I.

Kata Kunci: Perangkat Pembelajaran, *Problem Based Learning*, Kemampuan Pemecahan Masalah Matematis, *self-efficacy* siswa.

ABSTRACT

Linda Safitri, NIM 4152111022 (2015). Development of Problem Based Learning Model Based Learning Tools to Improve Mathematical Problem Solving Skills and Self-Efficacy of Students Mts Al-Ulum Medan.

This research aims to analyze: 1) the validity of learning devices developed through problem based learning models in grade VIII MTs Al-Ulum Medan; 2) effectiveness of learning devices developed through problem based learning models in grade VIII MTs Al-Ulum Medan; 3) improving students' mathematical problem solving skills through problem based learning model-based learning tools developed; 4) improvement of student self-efficacy through problem based learning model developed; 5) The process of answering students in solving mathematical problems. The trial was conducted on grade VIII students of Al-Ulum Medan MTs in the even semester of the 2019/2020 school year. This type of research is development and research using thiagarajan and Semmel learning device development models that are 4-D models that are limited to three stages (3-D). the test results showed that: 1) the developed problem-based learning device already met the "valid" criteria with an average total validity of RPP = 4,318, LAS = 4,227, the pretest and the final test (posttest) where the team of experts declare valid with average values of 4,418 and 4.25, and self-efficacy poll validation results for each item of statement where the expert team declares valid. 2) problem-based learning tools developed effectively, reviewed from: a) classical student learning completed by 86.7%; b) achieved learning goals where the percentage of learning goals achieved was 81.27%; c) the student's response has already shown a positive response; and d) the time used does not exceed the usual learning time. 3) Mathematical problem solving skills in trial II improved from trial I. 4) self-efficacy of students after using problem based learning-based learning devices are in the good category. 5) The process of answering students on trial II is better than trial I.

Keywords: Learning Tools, Problem Based Learning, Student Mathematical Problem Solving, student self-efficacy.