

ABSTRAK

ZULFANTRY. Pengaruh Model Pembelajaran Kooperatif Tipe *Think-Pair-Share* (TPS) Berbantuan *Software Autograph* terhadap Kemampuan Pemecahan Masalah dan *Self-Efficacy* Siswa di SMA Negeri Unggul Subulussalam. Tesis. Medan: Program Studi Pendidikan Matematika, Pascasarjana Universitas Negeri Medan. 2021.

Penelitian ini bertujuan untuk menganalisis: (1) Pengaruh model pembelajaran Kooperatif Tipe *Think-Pair-Share* berbantuan *Software Autograph* terhadap kemampuan pemecahan masalah matematis siswa, (2) Pengaruh model pembelajaran Kooperatif Tipe *Think-Pair-Share* berbantuan *Software Autograph* terhadap kemampuan *self-efficacy* siswa, (3) Interaksi antara KAM dengan model pembelajaran Kooperatif Tipe *Think-Pair-Share* berbantuan *Software Autograph* terhadap kemampuan pemecahan masalah matematis siswa, (4) Interaksi antara KAM dengan model pembelajaran Kooperatif Tipe *Think-Pair-Share* berbantuan *Software Autograph* terhadap kemampuan *self-efficacy* siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen semu. Populasi dalam penelitian ini adalah seluruh kelas XI SMA Negeri Unggul Subulussalam Tahun Ajaran 2020/2021 yang terdiri dalam 3 kelas. Pengambilan sampel dilakukan dengan cara *Cluster Sampling*. Sampel penelitian dipilih dari dua kelas, yaitu kelas XI-1 dijadikan kelas eksperimen dengan model pembelajaran TPS berbantuan *Autograph* dan kelas XI-2 dijadikan kelas kontrol dan tidak diberi perlakuan. Instrumen penelitian menggunakan tes Kemampuan Awal Matematis (KAM), kemampuan pemecahan masalah matematis dan kemampuan *self-efficacy*. Uji statistik data menggunakan Uji ANAVA dua jalur. Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh kemampuan pemecahan masalah matematis antara siswa yang diberi pembelajaran *Think Pair Share* berbantuan *Software Autograph* dengan siswa yang diberi pembelajaran Biasa yaitu sebesar 82,3%, (2) Terdapat pengaruh *self-efficacy* siswa antara siswa yang diberi pembelajaran *Think Pair Share* berbantuan *Software Autograph* dengan siswa yang diberi pembelajaran Biasa yaitu sebesar 77,3%, (3) Tidak terdapat interaksi antara model pembelajaran dan kemampuan awal matematis terhadap kemampuan pemecahan masalah matematis siswa, (4) Tidak terdapat interaksi antara model pembelajaran dan kemampuan awal matematis terhadap *self-efficacy* siswa.

Kata Kunci : Model Pembelajaran Kooperatif Tipe *Think-Pair-Share*, Kemampuan Pemecahan Masalah, Kemampuan *Self-Efficacy*, Kemampuan Awal Matematis.

ABSTRACT

ZULFANTRY. The Influence of Think-Pair-Share (TPS) Cooperative Learning Model Assisted by Autograph Software on Problem Solving Ability and Self-Efficacy of Students at SMA Negeri Unggul Subulussalam. Thesis. Medan: Mathematics Education Study Program, Postgraduate School State University of Medan. 2021.

This study aims to analyze: (1) The effect of the Think-Pair-Share Cooperative learning model assisted by Autograph Software on students' mathematical problem solving abilities, (2) The effect of the Think-Pair-Share Cooperative learning model assisted by Autograph Software on self-efficacy abilities. students, (3) The interaction between KAM and the Think-Pair-Share Cooperative learning model assisted by Autograph Software on students' mathematical problem solving abilities, (4) The interaction between KAM and the Think-Pair-Share Cooperative learning model assisted by Autograph Software on self-efficacy - student efficacy. This research is a quantitative research with quasi-experimental method. The population in this study were all class XI SMA Negeri Unggul Subulussalam for the academic year 2020/2021 which consisted of 3 classes. Sampling was done by means of Cluster Sampling. The research sample was selected from two classes, namely class XI-1 was used as an experimental class with the TPS learning model assisted by Autograph and class XI-2 was used as a control class and was not given any treatment. The research instrument used a Mathematical Initial Ability (KAM) test, mathematical problem solving ability and self-efficacy ability. The statistical test of the data used a two-way ANOVA test. The results showed that: : (1) There is an effect of mathematical problem solving ability between students who are given Think Pair Share learning assisted by Autograph Software and students who are given Ordinary learning that is equal to 82.3%, (2) There is an influence of student self-efficacy between students who are given Think Pair learning Share assisted by Autograph Software with students who are given Ordinary learning, which is 77.3%, (3) There is no interaction between learning models and early mathematical abilities on students' mathematical problem solving abilities, (4) There is no interaction between learning models and early mathematical abilities on students' self-efficacy.

Keywords: *Think-Pair-Share Type Cooperative Learning Model, Problem Solving Ability, Self-Efficacy Ability, Mathematical Early Ability.*