

ABSTRAK

Zaimah. Penerapan Model Pembelajaran Berbasis Masalah untuk Meningkatkan Kemampuan Komunikasi dan Self Efficacy Matematika Siswa Kelas VII MTs Negeri Lubuk Pakam. Tesis. Program Pascasarjana Universitas Negeri Medan. 2015.

Tujuan penelitian ini adalah (1) Untuk meningkatkan kemampuan komunikasi matematik siswa melalui penerapan model pembelajaran berbasis masalah, (2) Untuk meningkatkan *self efficacy* siswa melalui penerapan model pembelajaran berbasis masalah, (3) Untuk mendeskripsikan kadar aktivitas siswa selama proses pembelajaran melalui penerapan pembelajaran berbasis masalah, dan (4) Untuk mendeskripsikan respon siswa terhadap penerapan model pembelajaran berbasis masalah di dalam pembelajaran. Jenis penelitian ini adalah penelitian tindakan kelas. Subjek dalam penelitian ini adalah siswa kelas VII-A MTs Negeri Lubuk Pakam yang berjumlah 28 orang siswa. Objek dalam penelitian ini adalah kemampuan komunikasi matematika dan self efficacy melalui penerapan pembelajaran berbasis masalah. Hasil penelitian menunjukkan bahwa (1) Hasil tindakan pada siklus I setelah diberikan tes kemampuan komunikasi matematik siswa diperoleh ketuntasan klasikal sebesar 57,16% dan setelah dilakukan refleksi dan pemberian tindakan siklus II ketuntasan klasikal siswa mencapai 85,72%. Hal ini menunjukkan bahwa hasil tes kemampuan komunikasi matematik siswa meningkat dari siklus I ke siklus II, (2) Hasil tindakan pada siklus I setelah diberikan angket *self efficacy* siswa diperoleh ketuntasan klasikal sebesar 71,43% dan setelah dilakukan refleksi dan pemberian tindakan siklus II ketuntasan klasikal siswa mencapai 82,15%. Hal ini menunjukkan bahwa hasil angket *self efficacy* siswa meningkat dari siklus I ke siklus II, (3) Pada pengamatan observasi aktivitas siswa siklus I diperoleh 3 dari 5 kategori aktivitas siswa yang belum memenuhi kriteria persentase waktu ideal, sedangkan pada siklus II aktivitas siswa mengalami perbaiki sehingga diperoleh 5 dari 5 kategori aktivitas siswa yang memenuhi kriteria persentase waktu ideal aktivitas siswa, dan (4) Hasil respon siswa terhadap pembelajaran berbasis masalah menunjukkan respon yang positif, pada siklus I perolehan persentase respon siswa mencapai 87,27% dan meningkat pada siklus II menjadi 92,42%. Dari hasil penelitian tersebut, maka dapat disimpulkan bahwa penerapan pembelajaran berbasis masalah dapat meningkatkan kemampuan komunikasi dan *self efficacy* matematika siswa.

Kata Kunci: Komunikasi Matematika, *Self Efficacy*, Pembelajaran Berbasis Masalah

ABSTRACT

Zaimah. Implementation of Problem Based Learning Model to Improve Communication Skills and Self Efficacy Mathematics Students Class VII MTs Negeri Lubuk Pakam. Thesis. State University of Medan. Post Graduate Program. 2015.

The purpose of this study were (1) In order to improve the communication skills of mathematics students through the application of problem based learning model, (2) To increase the self-efficacy of students through the application of problem based learning model, (3) To describe the levels of activity of students during the learning process through the implementation based learning problems, and (4) To describe the students' response to the application of problem-based learning model in the study. This research is a classroom action research. Subjects in this study were students of class VII-A MTs Lubuk Pakam totaling 28 students. The object of this research is mathematical communication skills and self efficacy through the application of problem-based learning. The results showed that (1) the results of the action on the first cycle after a given test students' mathematical communication skills acquired classical completeness amounted to 57.16% and after reflection and administration of the second cycle of classical completeness of students reached 85.72%. This shows that the test results of students mathematic communication ability improved from the first cycle to the second cycle, (2) The results of the action on the first cycle after a given student self-efficacy questionnaire obtained classical completeness amounted to 71.43% and after reflection and administration of the second cycle of mastery classical students reached 82.15%. This suggests that the results of the questionnaire self-efficacy of students increased from the first cycle to the second cycle, (3) On the observation of student activity observation cycle I gained 3 of 5 categories of activities of students who do not meet the criteria of percentage of time the ideal, while in the second cycle of activity students have repaired thus obtained 5 of 5 categories of activities of students who meet the criteria of an ideal percentage of time the student activity, and (4) The results of students' response to the problem based learning showed a positive response, the response of the first cycle of acquisition percentage of students reaching 87.27% and increased in the second cycle became 92.42%. From the results, it can be concluded that the application of problem-based learning can improve communication skills and self efficacy math students.

Key Word: **Mathematical Communication Ability, Self Efficacy, Problem Based Learning.**