

ABSTRAK

MURNILAM WARASI. Studi Komparatif Terhadap Gaya Belajar, *Self-efficacy* Dan Hasil Belajar Matematika Antara Siswa Kelas Unggulan Dengan Siswa Kelas Reguler SMP Bintang Laut Telukdalam. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini bertujuan mengetahui perbedaan hasil belajar Matematika, gaya belajar dan *self-efficacy* terhadap Matematika antara Kelas Unggulan dengan Kelas Reguler. Merupakan penelitian kausal komparatif bersifat *ex post facto* terhadap dua sampel independen. Dilaksanakan di SMP Bintang Laut Teluk dalam. Memiliki tiga variabel: hasil belajar Matematika, gaya belajar dan *self-efficacy*. Hasil belajar Matematika diperoleh melalui studi dokumentasi dan hasil tes. Gaya belajar dan *self-efficacy* diperoleh melalui angket. Perbedaan hasil belajar Matematika dianalisis dengan statistik **t'-test**. Nilai $t'_{hit} = 7,760$ sedangkan nilai $t'_{tab (0,05;118)} = -1,658$. Nilai $t'_{hit} > t'_{tab}$, maka hipotesis H_0 diterima. Kesimpulan terdapat perbedaan yang signifikan hasil belajar Matematika antara Kelas Unggulan dengan Kelas Reguler. Hasil belajar Matematika Kelas Unggulan lebih tinggi dibandingkan Kelas Reguler. Variabel *self-efficacy* terhadap Matematika dianalisis dengan menggunakan statistik **t'-test**. Nilai $t'_{hit} = 2,087$ dan nilai $t'_{tab (0,05;118)} = -1,658$. Nilai $t'_{hit} > t'_{tab}$, sehingga hipotesis H_0 diterima. Kesimpulan terdapat perbedaan yang signifikan *self-efficacy* terhadap Matematika antara Kelas Unggulan dengan Kelas Reguler. Tingkat *self-efficacy* Kelas Unggulan terhadap Matematika lebih tinggi dibandingkan Kelas Reguler. Persentase jumlah siswa Kelas Unggulan berdasarkan gaya belajar: visual 15%, auditorial 62%, kinestetik 23%. Sedangkan Kelas Reguler: visual 7% auditorial 66%, kinestetik 27%. Disimpulkan terdapat perbedaan gaya belajar antara Kelas Unggulan dengan Kelas Reguler ditinjau dari persentase siswa pada jenis gaya belajar. Secara umum sebagian besar siswa memiliki gaya belajar auditorial. Sebagian lagi visual atau kinestetik. Untuk mencapai hasil belajar yang maksimal, maka diharapkan guru membelajarkan siswa sesuai karakteristiknya masing-masing. Melalui komparasi *Z-score* (Z) diperoleh nilai Z_{hasil} belajar Matematika berdasarkan gaya belajar: nilai $Z_V = 0,16$; nilai $Z_A = -0,05$ dan nilai $Z_K = 0,07$. Nilai $Z_V > Z_A$ dan nilai $Z_V > Z_K$. Kesimpulan gaya belajar visual berkontribusi lebih besar terhadap hasil belajar Matematika. Temuan pada beberapa siswa memiliki *self-efficacy* tinggi terhadap Matematika, tetapi hasil belajar Matematikanya rendah bahkan paling rendah. Bandura berpendapat kemungkinan hal ini dapat terjadi antaralain, karena proses kognitif yang tidak akurat dalam merefleksikan realitas dirinya sehingga muncul perilaku yang salah atau Gaya belajarnya yang belum terakomodir dengan baik dalam proses pembelajaran. Menjadi masukan bagi guru dan bagi peneliti berikutnya.

Kata Kunci: *Komparasi, Belajar, Self-efficacy, Matematika*

ABSTRACT

MURNILAM WARASI. A Comparative Study on Learning Style, Self-efficacy and Mathematics Learning Outcomes between Students in Preeminent Classes and in Regular Classes at Bintang Laut Junior High School in Telukdalam. A Thesis. Postgraduate Program of State University of Medan, 2015.

This research aims to discover the differences in Mathematics learning outcomes, learning styles and self-efficacy between students in Preeminent Classes and Regular Classes. It is an ex post facto causal comparative study of two independent samples, and it was conducted at Bintang Laut Junior High School in Telukdalam. There are three variables: Mathematics learning outcomes, learning styles and self-efficacy. Mathematics learning outcomes were obtained through documentation study and test results. Learning style and self-efficacy were obtained through questionnaires. The difference in Mathematics learning outcomes was analysed with statistic t-test. The value of $t_{calc} = 7.760$ while that of $t_{table}(0.05; 118) = -1.658$. The value of $t_{calc} > t_{table}$; therefore, H_0 hypothesis was accepted. It was concluded that there was a significant difference of learning outcomes between Preeminent Classes and Regular Classes. The learning outcomes of students in Preeminent Classes exceeded those of students in Regular Classes. The self-efficacy variable of Mathematics was analysed with statistic t-test. The value of $t_{calc} = 2.087$ and that of $t_{table}(0.05; 118) = -1.658$. The value of $t_{calc} > t_{table}$; therefore, H_0 hypothesis was accepted. It was concluded that there was a significant difference of Mathematics self-efficacy between Preeminent Classes and Regular Classes. Students' self-efficacy level toward Mathematics in Preeminent Classes exceeded that in Regular Classes. The percentages of students in Preeminent Classes regarding learning styles were: visual 15%, auditory 62%, kinesthetic 23%. Meanwhile, those in Regular Classes were: visual 7%, auditory 66%, kinesthetic 27%. It was concluded that students' learning style in Preeminent Classes differed from that in Regular Classes with regard to the percentages of students' learning style types. In general the majority of students had auditory learning style. This means that every class was dominated by students who found it easier to learn by listening while the rest was visual and kinesthetic. In order to achieve the maximum learning outcomes, teachers taught the students in accordance with their characteristics. Through the comparison of *Z-score* (*Z*), the value of *Z* of Mathematics learning outcomes based on learning styles was obtained: The value of $Z_{visual} = 0.16$; that of $Z_{auditory} = -0.05$ and that of $Z_{kinesthetic} = 0.07$. This means the value of $Z_{visual} > Z_{auditory}$ and the value of $Z_{visual} > Z_{kinesthetic}$. It was concluded that in this research the visual learning style contributed more to Mathematics learning outcome. It was discovered that some students with high level of self-efficacy toward Mathematics had low or even the lowest learning outcomes. Based on Bandura's theory, this possibility occurred due to several reasons: 1). Inaccurate cognitive process in the reflection of self realisation, which triggered unacceptable behaviour, 2). Learning style which has not yet well-accomodated in learning process. This can be invaluable input for teachers and future researchers.

Keywords: *comparative, learning, self-efficacy, Mathematics*