## ABSTRAK

**Puji Yulianti** (2015): Implementasi Pendekatan Metakognitif dan *Problem Posing* Dalam Pencapaian Kemampuan Pemecahan Masalah dan *Self- Efficacy* Matematis Siswa (Studi Eksperimen terhadap Salah Satu SMP Swasta di Jakarta)

Penelitian ini bertujuan untuk menelaah perbedaan capaian Kemampuan Pemecahan Masalah Matematis (KPMM) dan *Self-Efficacy* Matematis (SEM) antara siswa yang memperoleh pembelajaran dengan pendekatan metakognitif dan *problem posing.* Penelitian ini merupakan penelitian kuasi eksperimen dengan desain penelitian perbandingan kelompok statik. Subjek penelitian adalah siswa kelas VIII salah satu SMP swasta di Jakarta terdiri dari dua kelas yakni 33 siswa diberi pendekatan pembelajaran metakognitif dan 36 siswa diberi pendekatan pembelajaran *problem posing*. Hasil analisis data diketahui bahwa: (1) ada perbedaan capaian KPMM yang signifikan antara siswa yang memperoleh pembelajaran dengan pendekatan metakognitif dan *problem posing;* (2) berdasarkan KAM: tidak ada perbedaan capaian KPMM yang signifikan antara kelompok siswa kategori tinggi yang memperoleh pembelajaran dengan pendekatan metakognitif dan *problem posing*, namun untuk kelompok siswa kategori sedang dan rendah masing-masing disimpulkan ada perbedaan capaian KPMM yang signifikan antara siswa yang memperoleh pembelajaran dengan pendekatan metakognitif dan *problem posing;* (3) ada perbedaan capaian KPMM yang signifikan siswa yang memperoleh pendekatan pembelajaran metakognitif berdasarkan KAM; (4) ada perbedaan capaian KPMM yang signifikan siswa yang memperoleh pendekatan pembelajaran *problem posing* berdasarkan KAM; (5) tidak ada pengaruh interaksi yang signifikan antara faktor pendekatan pembelajaran dan KAM dalam capaian KPMM siswa; (6) ada perbedaan capaian *SEM* yang signifikan antara siswa yang memperoleh pendekatan pembelajaran metakognitif dan *problem posing*; (7) berdasarkan KAM: kelompok siswa kategori tinggi dan rendah masing-masing disimpulkan tidak ada perbedaan capaian *SEM* yang signifikan antara kelompok siswa yang memperoleh pendekatan pembelajaran metakognitif dan *problem posing*, namun ada perbedaan capaian SEM yang signifikan antara kelompok siswa kategori sedang yang memperoleh pendekatan pembelajaran metakognitif dan *problem posing*.



**Kata kunci**: pendekatan metakognitif, pendekatan *problem posing*, kemampuan pemecahan masalah matematis, *self-efficacy* matematis

## ABSTRACT

**Puji Yulianti (2015):** Implementation of Metacognitive and Problem Posing Approach In Achievement Problem Solving Ability and Mathematical Self-Efficacy (Experimental Study on One Private School in Jakarta)

This study aimed to analyze the differences in achievement mathematical problem solving ability and self-efficacy between students in acquiring mathematical learning by metacognitive and problem posing approach. This study is a quasi-experimental by using statics comparison group design. Subjects in this study were students of class VIII in one private junior high school in Jakarta. Research samples were taken in two classes consists of 33 students who were given a metacognitive approach and 36 students were given a problem posing approach learning. Results analysis of the data showed that: (1) there is a significant difference achievement of mathematical problem solving ability between the students who obtain a learning metacognitive and problem posing approach; (2) Based on Early Mathematical Ability: there is no significant difference in achievement of mathematical problem solving ability on group of students who obtain a learning by metacognitive and problem posing approach but there are significant differences in achievement of mathematical problem solving ability for groups of students with medium and low categories; (3) There is a significance of achievements of mathematical problem solving ability for the group of students categories of high, medium, and low on learning by metacognitive approach (4) there is a significant difference of achievements of mathematical problem solving ability on student group categories of high, medium, and low on learning by problem posing approach; (5) there is no influences interaction together a significant between learning approaches factor and early mathematical ability in mathematical problem solving ability 's student achievement; (6) there is a significant differences mathematical self-efficacy between students who received learning by metacognitive and problem posing approach; (7) Based on early mathematical ability: there was no significant difference on matehmatical self-efficacy between groups of high categories of students who obtain a metacognitive and problem posing approach; the same with groups of low catagories of students. But there is a significant differences for groups of medium students who obtain a metacognitive and problem posing approach.



**Keywords:** metacognitive approach, problem posing approach, mathematical problem solving ability, and mathematical self-efficacy


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