

**PENGARUH PEMBELAJARAN *MODEL-ELICITING ACTIVITIES*
TERHADAP PENINGKATAN KEMAMPUAN KONEKSI MATEMATIS
DAN *SELF-CONFIDENCE* SISWA**

Sudrajat

ABSTRAK

Penelitian ini bertujuan untuk menelaah pengaruh pembelajaran *Model-Eliciting Activities* terhadap peningkatan kemampuan koneksi matematis dan *self-confidence* siswa. Penelitian ini merupakan penelitian kuasi eksperimen dengan desain penelitian *nonequivalent control group design*. Populasi penelitian adalah seluruh siswa SMP Negeri 3 Bantarsari. Pengambilan sampel menggunakan teknik *cluster random sampling*. Instrumen pengumpulan data berupa tes kemampuan koneksi matematis, dan skala *self-confidence* siswa pada pembelajaran matematika. Hasil penelitian menunjukkan bahwa terdapat perbedaan peningkatan kemampuan koneksi matematis antara siswa yang memperoleh pembelajaran *Model-Eliciting Activities* dengan siswa yang memperoleh pembelajaran ekspositori, terdapat perbedaan peningkatan kemampuan koneksi matematis antara siswa kategori tinggi, sedang dan rendah pada siswa yang memperoleh pembelajaran *Model-Eliciting Activities*, terdapat pengaruh interaksi model pembelajaran dan kemampuan awal matematika terhadap peningkatan kemampuan koneksi matematis siswa, dan terdapat perbedaan proporsi siswa yang mengalami peningkatan *self-confidence* antara siswa yang memperoleh pembelajaran matematika dengan *Model-Eliciting Activities* dan siswa yang mendapatkan pembelajaran ekspositori.

Kata kunci : Pembelajaran *Model-Eliciting Activities*, kemampuan koneksi matematis, *self-confidence*.

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THE INFLUENCE OF THE MODEL-ELICITING ACTIVITIES LEARNING TO THE ENHANCEMENT OF MATHEMATICAL CONNECTION ABILITY AND SELF-CONFIDENCE

Sudrajat

Abstract

This study aimed to analyze the influence of the model-eliciting Activities learning to the enhancement of mathematical connections ability and self-confidence. This is a quasi-experimental research with nonequivalent control group design. The population of this study is all of students of SMP Negeri 3 Bantarsari. This study used cluster random sampling technique. The instruments were used in this study consisted of mathematical connection test, and the scale of self-confidence. The results showed that there were differences in mathematical connection enhancement between students who received model-eliciting Activities learning and students who received expository learning, there were differences in mathematical connection enhancement between the student category of high, medium and low who received model-eliciting Activities learning, there were interaction effect of learning models and the basic ability of math to mathematical connections enhancement, and there are differences in the proportion of students who have increased self-confidence among the students who received model-eliciting Activities and students who received expository learning.

Keyword: Model-eliciting activities, mathematical connection, self-confidence