

ABSTRAK

Reni Riyanti (2016) : Kemampuan Pemahaman, Pemecahan Masalah Matematis, dan *Self-Confidence* Siswa SMP Melalui Pembelajaran *Group Investigation* Berbasis *Soft Skills*

Penelitian ini dilatarbelakangi oleh kemampuan pemahaman dan pemecahan masalah matematis dan *self-confidence* siswa yang masih rendah. Pembelajaran *group investigation* berbasis *soft skills* merupakan salah satu bentuk model pembelajaran kooperatif yang melibatkan *soft skills* siswa dan menekankan pada partisipasi siswa untuk mencari sendiri materi pelajaran yang akan dipelajari melalui bahan-bahan yang tersedia. Penelitian ini merupakan *quasi experiment* dengan desain untuk aspek kognitif yaitu *nonequivalent control group design* sedangkan untuk aspek afektif yaitu menggunakan desain *posttest-only control group design*. Populasi penelitian ini adalah seluruh siswa kelas VIII di salah satu SMPN Kota Bandung pada tahun pelajaran 2015/2016. Sampel yang digunakan adalah siswa kelas VIII_H sebagai kelas eksperimen dan siswa kelas VIII_G sebagai kelas kontrol. Instrumen yang digunakan berupa tes kemampuan pemahaman dan pemecahan masalah matematis, skala *self-confidence*, dan lembar observasi. Hasil penelitian menunjukkan: (1) pencapaian dan peningkatan kemampuan pemahaman dan pemecahan masalah siswa SMP dengan pembelajaran *group investigation* berbasis *soft skills* lebih baik daripada pembelajaran konvensional, secara keseluruhan; (2) pencapaian dan peningkatan kemampuan pemahaman dan pemecahan masalah matematis siswa SMP dengan pembelajaran *group investigation* berbasis *soft skills* lebih baik daripada pembelajaran konvensional ditinjau berdasarkan KAM (sedang dan rendah); (3) pencapaian dan peningkatan kemampuan pemahaman dan pemecahan masalah matematis siswa SMP dengan pembelajaran *group investigation* berbasis *soft skills* tidak lebih baik daripada siswa yang mendapat pembelajaran konvensional ditinjau berdasarkan KAM tinggi; (4) pencapaian *self-confidence* siswa SMP dengan pembelajaran *group investigation* berbasis *soft skills* lebih baik daripada pembelajaran konvensional. Dengan demikian, pembelajaran *group investigation* berbasis *soft skills* dapat meningkatkan kemampuan pemahaman dan pemecahan masalah matematis, serta *self-confidence* siswa lebih baik, sebab menuntut siswa untuk lebih aktif dalam menemukan sendiri konsep matematika dengan memanfaatkan *soft skills* yang dimiliki siswa.

Kata kunci: pemahaman matematis, pemecahan masalah matematis, *self-confidence*, *group investigation*, *soft skills*.

ABSTRACT

Reni Riyanti (2016) : Mathematical Understanding, Problem Solving Ability, and Self-Confidence Of Junior High School Students Through Soft Skills-Based Group Investigation Learning

This research is motivated by students' understanding and problem solving ability in mathematical and self-confidence which are still low. Soft skills-based group investigation learning (SSBGIL) is one of cooperative learning models that involves student's soft skills and emphasizes student's self participation in finding learning materials based on available resources. This study is a quasi experiment with nonequivalent control group design for cognitive aspects, while posttest-only control group design is used for affective aspect. The population of this research is VIIIth grader students of SMPN in Bandung City in the academic year 2015/2016. The sample is all students of grade VIIIH as experimental group and the students of grade VIIG as control group. The instruments used are understanding and problem solving ability tests, self-confidence scale, and observation sheets. The study results showed that: (1) overall, the achievement and the enhancement of students' understanding and problem solving ability in mathematics who received SSBGIL is better than the students who received conventional learning; (2) the achievement and the enhancement of students' understanding and problem solving ability in mathematics who received SSBGIL is better than the students who received conventional learning, based on student's prior ability (middle and low); (3) there are no differences in achievement and enhancement of understanding and problem solving ability in mathematics between the students who received SSBGIL and the students who received conventional learning, based on student's prior ability (high); (4) the achievement of students' self-confidence who received SSBGIL is better than that of the students who received conventional learning. Thus, SSBGIL can improve the students' understanding and problem solving ability in mathematics, and students' self-confidence better, because it requires students to be more active in finding their own mathematical concepts by utilizing the soft skills of the students.

Keywords: mathematical understanding, mathematical problem solving, self-confidence, group investigation, soft skills.