

ABSTRAK

Shofia Annisa Ratnasari (2016). *Situation-Based Learning*(SBL) untuk Meningkatkan Kemampuan Berpikir Kritis dan *Self-Efficacy* Matematis Siswa SMP (Kuasi Eksperimen pada Siswa Kelas VIII salah satu SMP Negeri di Sumedang Tahun Pelajaran 2015/2016)

Penelitian ini dilatar belakangi oleh rendahnya kemampuan berpikir kritis matematis (KBM) dan *self-efficacy* matematis (SEM) siswa SMP yang diperkirakan di antaranya karena proses pembelajaran kurang memberikan kesempatan kepada siswa untuk meningkatkan kemampuan tersebut. Salah satu model pembelajaran yang dapat digunakan untuk meningkatkan kemampuan tersebut adalah *Situation-Based Learning* (SBL). Tujuan dari penelitian ini adalah untuk menelaah peningkatan KBM dan SEM siswa sebagai akibat dari pembelajaran SBL. Penelitian ini merupakan kuasi eksperimen yang menerapkan dua model pembelajaran yaitu SBL dan pembelajaran konvensional dengan populasinya seluruh siswa kelas VIII salah satu SMP Negeri di Sumedang Tahun Pelajaran 2015/2016. Pengambilan sampel dilakukan secara *purposive sampling* dan diperoleh kelas VIII-E sebagai kelas eksperimen atau kelas yang mendapat SBL dan kelas VIII-F sebagai kelas kontrol atau kelas yang mendapat pembelajaran konvensional. Instrumen penelitian yang digunakan adalah tes Kemampuan Matematis Awal (KMA), tes KBM, skala sikap SEM, dan lembar observasi.

Analisis data menggunakan uji Mann-Whitney dan uji-t. Berdasarkan hasil analisis data diperoleh kesimpulan: 1) peningkatan KBM siswa yang mendapat SBL lebih tinggi secara signifikan daripada yang mendapat pembelajaran konvensional; 2) a. peningkatan KBM siswa yang mendapat SBL lebih tinggi secara signifikan daripada yang mendapat pembelajaran konvensional ditinjau dari KMA tinggi; b.peningkatan KBM siswa yang mendapat SBL lebih tinggi secara signifikan daripada yang mendapat pembelajaran konvensional ditinjau dari KMA sedang; c.peningkatan KBM siswa yang mendapat SBL lebih tinggi secara signifikan daripada yang mendapat pembelajaran konvensional ditinjau dari KMA rendah; 3)SEM siswa yang mendapat SBL lebih baik daripada siswa yang mendapat pembelajaran konvensional; 4)a. SEM siswa yang mendapat SBL tidak lebih baik daripada yang mendapat pembelajaran konvensional ditinjau dari KMA tinggi; b. SEM siswa yang mendapat SBL lebih baik daripada yang mendapat pembelajaran konvensional ditinjau dari KMA sedang; c. SEM siswa yang mendapat SBL tidak lebih baik daripada yang mendapat pembelajaran konvensional ditinjau dari KMA rendah.

Kata Kunci:*Situation-Based Learning*, Kemampuan berpikir kritis matematis, dan *self-efficacy* matematis.

ABSTRACT

Shofia Annisa Ratnasari (2016), Situation-Based Learning (SBL) to improve critical thinking ability and Self-Efficacy mathematical junior high school student (Quasi experiment to second grade junior high school student at one of public school in Sumedang year 2015/2016)

The main focus of this study is about the ability of critical thinking and mathematical self-efficacy of junior high school student (SMP). Lack of this ability is estimated because of learning process giving less opportunity to student to improve the critical mathematical thinking ability. One of learning models which can be used to improve critical mathematical thinking ability is Situation-Based Learning (SBL). The purpose of this study is to examine the ability of critical mathematical learning improvement and student mathematical self-efficacy as a result of SBL learning. This study is an experimental quasi which applies two learning models, namely SBL and conventional learning. The population of this study is all of the eight grade students at one of public junior high schools in Sumedang year 2015/2016. The sampling is undertook by purposive sampling and VIII-E class is obtained as experimental class or class which applies SBL learning and VIII-F class as a control class or class which applies conventional learning. Research instrument which is used are the beginning mathematical ability test (KMA), critical mathematical thinking ability test, attitude scale of self-efficacy and observation sheet.

Data analysis is using, Mann-Whitney test, T-test. According to data analysis result it can be concluded: 1) The improvement of students' critical mathematical thinking ability who are implemented SBL learning significantly higher than are implemented conventional learning; 2) a. The improvement of students' critical mathematical learning ability who are implemented SBL learning significantly higher than are implemented conventional learning that's reviewed from the beginning mathematical ability test (KMA) high, b) the improvement of students' critical mathematical learning ability who are implemented SBL learning are significantly higher than are implemented conventional learning that's reviewed from the beginning mathematical ability (KMA) average; c) the improvement of students' critical mathematical learning ability who are implemented SBL learning are significantly higher than are implemented conventional learning that's reviewed from the beginning mathematical ability (KMA) low; 3) student's self-efficacy who are implemented SBL learning are better than are implemented conventional learning; 4) a. Students' mathematical Self-efficacy who are implemented SBL are not better than are implemented conventional learning that's reviewed from the beginning mathematical ability test (KMA) high; b. Students' mathematical Self-efficacy who are implemented SBL are better than are implemented conventional learning that's reviewed from the beginning mathematical ability test (KMA) average; c. Students' mathematical Self-efficacy who are implemented SBL are not better than are implemented conventional learning that's reviewed from the beginning mathematical ability test (KMA) low.

Keywords : Situation-Based Learning, critical mathematical thinking ability, and self-efficacy mathematical.