ABSTRAK

Titin Latifah (1502597) Pembelajaran Model *Situation-Based Learning* untuk Meningkatkan Literasi Kuantitatif dan Pencapaian *Self-Efficacy* Siswa SMP

Penelitian ini dilatarbelakangi oleh pentingnya literasi kuantitatif dan *self-efficacy* dalam pembelajaran maupun dalam kehidupan sehari-hari. Kenyataan di lapangan mengungkapkan bahwa masih rendahnya literasi kuantitatif siswa, terutama pada siswa Sekolah Menengah Pertama (SMP). Untuk mengatasi hal tersebut, dilakukan upaya penerapan model pembelajaran untuk meningkatkan literasi kauntitatif dan pencapaian *self-efficacy* siswa yang berperan terhadap prestasi belajar siswa. Jenis penelitian ini adalah kuasi eksperimen dengan desain penelitian kelompok kontrol non ekuivalen. Subjek penelitian ini adalah siswa kelas VIII salah satu SMPN di Kabupaten Bandung Barat, yang terdiri dari 39 siswa kelas eksperimen yang memperoleh pembelajaran model *Situation-Based Learning* dan 40 siswa kelas kontrol yang memperoleh pembelajaran model konvensional. Hasil penelitian menunjukkan bahwa: (1) pencapaian literasi kuantitatif siswa yang memperoleh pembelajaran model *Situation-Based Learning* lebih tinggi secara signifikan daripada siswa yang memperoleh pembelajaran model konvensional, (2) peningkatan literasi kuantitatif siswa yang memperoleh pembelajaran model *Situation-Based Learning* lebih tinggi daripada siswa yang memperoleh pembelajaran model konvensional, (3) pencapaian *self-efficacy* siswa yang memperoleh pembelajaran model *Situation-Based Learning* tidak berbeda secara signifikan daripada siswa yang memperoleh pembelajaran model konvensional, baik secara keseluruhan maupun berdasarkan kategori kemampuan awal matematis siswa (tinggi, sedang dan rendah).

Kata kunci: literasi kuantitatif, *self-efficacy*, *Situation-Based Learning*.

ABSTRACT

Titin Latifah (1502597)   Situation-Based   Learning   to Increase   The Quantitative   Literacy   and Self-Efficacy Achievements of Junior High School Students

This research is based on the importance of quantitative literacy and self-efficacy both in learning and within everyday life. The reality in the field expresses a lack of quantitative literacy within students, most prominently with the students in Junior High School. In order to solve this, there have been efforts to apply learning model to increase quantitative literacy and self-efficacy of students that played a role towards student's achievement. This research is quasi experimental with non-equivalent control group design. The subject of this research are Grade VIII students from one of the Public Junior High School in West Bandung regency, that consists of 39 students in experimental class who received Situation-Based Learning and 40 students in controlled class who received conventional learning. The results of the research shows that: (1) the achievement of quantitative literacy from students who acquired Situation-Based Learning is significantly higher than that of students who acquired conventional learning, (2) the increase of quantitative literacy from students who acquired Situation-Based Learning is higher than that of students who acquired conventional learning, (3) the achievement of self-efficacy from students who acquired Situation-Based Learning is not significantly different than that of students who acquired conventional learning, either the overall nor based on the category of student mathematical commencement ability (high, medium and low).

Keywords: quantitative literacy, self-efficacy, Situation-Based Learning