

ABSTRAK

Novi Dwi Lestari, (2017) : Peningkatan Kemampuan Pemecahan Masalah, Komunikasi, dan *Self-efficacy* Matematis Siswa SMP dengan Metode Pembelajaran *IMPROVE*

Tujuan penelitian ini adalah untuk menganalisis secara komprehensif mengenai peningkatan kemampuan pemecahan masalah matematis (KPMM), kemampuan komunikasi matematis (KKM), dan *self-efficacy* matematis (SEM) siswa sekolah menengah pertama (SMP) kelas VIII yang memperoleh metode pembelajaran *IMPROVE* dengan pembelajaran biasa. Pendeskripsian tersebut juga ditinjau dari kemampuan awal matematis (KAM) siswa. Penelitian ini merupakan penelitian kuantitatif dengan desain kuasi-eksperimen *pretest* dan *posttest*. Populasi penelitian siswa kelas VIII di salah satu SMP Negeri Bandung. Sampel penelitian 71 siswa dari dua kelas yang terdiri dari kelompok eksperimen 35 siswa dan kelompok kontrol 36 siswa. Kelompok eksperimen memperoleh metode pembelajaran *IMPROVE*, sedangkan kelompok kontrol memperoleh pembelajaran yang biasa dilakukan guru (pembelajaran biasa). Instrumen penelitian terdiri dari tes KPMM dan KKM, serta angket skala SEM siswa. Berdasarkan hasil analisis data secara signifikan (1) peningkatan KPMM dan KKM siswa yang memperoleh metode pembelajaran *IMPROVE* lebih tinggi daripada siswa yang memperoleh pembelajaran biasa; (2) KAM tidak mempengaruhi peningkatan KPMM dan KKM siswa; (3) jenis pembelajaran tidak mempengaruhi peningkatan SEM siswa; (4) peningkatan SEM siswa dipengaruhi oleh KAM siswa sebesar 10 %; (5) tidak terdapat pengaruh interaksi jenis pembelajaran dan KAM terhadap peningkatan KPMM, KKM, serta SEM siswa.

Kata kunci : metode pembelajaran *IMPROVE*, kemampuan pemecahan masalah matematis, kemampuan komunikasi matematis, *self-efficacy* matematis siswa

ABSTRACT

Novi Dwi Lestari, (2017): Improving Ability of mathematical Problem Solving, Communication, and Self-Efficacy Students of Junior High School with IMPROVE Learning Method

The purpose of this research is to comprehensively analyze the improvement of mathematical problem solving ability (KPMM), mathematical communication ability (KKM), and mathematical self-efficacy (SEM) students of grade eight junior high school (SMP) who get IMPROVE learning method with ordinary learning (conventional learning). The descriptions are also reviewed from students' the early mathematical ability (KAM). This research is a quantitative research with quasi-experimental pretest and posttest design. The population of research is students of grade eight in one of junior high school in Bandung. The sample of research was 71 students from two classes consisting of experimental group of 35 students and control group of 36 students. The experimental group obtained the IMPROVE learning method, while the control group applied the usual teacher learning (conventional learning). The research instruments consisted of students KPMM and KKM tests, and questionnaires of SEM. Based on the results of data analysis, (1) a significantly improvement of students KPMM and KKM who got IMPROVE learning method was higher than students who got ordinary learning (conventional learning); (2) KAM did not affect the improvement of students KPMM and KKM; (3) the type of learning did not affect the improvement of students SEM; (4) SEM improvement of students was affected by KAM (10%); (5) type of learning and KAM didn't have interaction effect towards improvement of students KPMM, KKM, and SEM.

Keywords: IMPROVE learning method, mathematical problem solving ability (KPMM), mathematical communication ability (KKM), and mathematical self-efficacy (SEM).