

ABSTRAK

Diar Veni Rahayu (2018). Pembelajaran dengan Strategi *Search-Solve-Create-Share* untuk Meningkatkan Keterampilan Dasar Mengajar dan *Self-efficacy* Mahasiswa Calon Guru Matematika.

Penelitian ini bertujuan untuk menganalisis secara komprehensif pencapaian dan peningkatan keterampilan dasar mengajar matematika serta pencapaian *self-efficacy* mahasiswa calon guru sebagai akibat dari implementasi pembelajaran dengan strategi *Search-Solve-Create-Share* (SSCS) dan pembelajaran konvensional. Penelitian ini merupakan penelitian kuasi eksperimen dengan menggunakan *nonequivalent control group design*. Populasi dalam penelitian ini adalah seluruh mahasiswa Program Studi Pendidikan Matematika di salah satu PTS di Kabupaten Garut, sedangkan sampelnya adalah mahasiswa yang sedang menempuh mata kuliah Kapita Selekta Matematika SMA. Penelitian ini memperhatikan faktor kemampuan awal matematis (KAM) mahasiswa. Instrumen yang digunakan dalam penelitian ini meliputi tes kemampuan awal matematis, tes pengetahuan keterampilan dasar mengajar matematika, skala *self-efficacy*, lembar observasi dan pedoman wawancara. Analisis data dalam penelitian ini menggunakan statistik parametrik dan non-parametrik. Adapun hasil dari penelitian ini antara lain: (1) pencapaian keterampilan dasar mengajar matematika mahasiswa yang memperoleh pembelajaran dengan strategi SSCS lebih baik daripada mahasiswa yang memperoleh pembelajaran konvensional; (2) peningkatan keterampilan dasar mengajar matematika mahasiswa yang memperoleh pembelajaran dengan strategi SSCS lebih baik daripada mahasiswa yang memperoleh pembelajaran konvensional; (3) tidak terdapat interaksi antara pembelajaran (SSCS dan konvensional) dan kemampuan awal matematis (tinggi, sedang, rendah) terhadap pencapaian keterampilan dasar mengajar matematika mahasiswa; (4) terdapat interaksi antara pembelajaran (SSCS dan konvensional) dan kemampuan awal matematis (tinggi, sedang, rendah) terhadap peningkatan keterampilan dasar mengajar matematika mahasiswa; (5) tidak terdapat perbedaan pencapaian *self-efficacy* antara mahasiswa yang mendapatkan pembelajaran dengan strategi SSCS dan mahasiswa yang mendapatkan pembelajaran konvensional; (6) tidak terdapat interaksi antara pembelajaran (SSCS dan konvensional) dan kemampuan awal matematis (tinggi, sedang, rendah) terhadap pencapaian *self-efficacy* mahasiswa.

Kata Kunci: Keterampilan Dasar Mengajar Matematika, *Self-efficacy*, Pembelajaran dengan Strategi SSCS.

ABSTRACT

Diar Veni Rahayu (2018). Learning with Search-Solve-Create-Share Strategy for Enhancing Basic Skills of Teaching Mathematics and Self-efficacy of Prospective Mathematics Teachers.

This research aims to analyze comprehensively the achievement and enhancement of prospective teachers' basic skills of teaching mathematics as the result of the implementation of learning with Search-Solve-Create-Share (SSCS) strategy and conventional learning. This research used a quasi-experimental with nonequivalent control group design. The population of this research included all prospective teachers in the mathematics education department of one of private universities in Garut district and the sample was a group of students attending *Kapita Selekt Matematika SMA* subject. The research considers mathematical prior knowledge (MPK) factor of prospective teachers. This reaserch used various instruments: test of mathematical prior knowledge, test of basic skills of teaching mathematics knowledge, self-efficacy scale, observation sheet and interview sheet. For data analysis, this research used parametric and non-parametric statistic. The results of this research are: (1) the achievement of the prospective teachers' basic skills of teaching mathematics taught by using SSCS learning strategy is better than the achievement of those who were taught by using conventional learning; (2) the enhancement of the prospective teachers' basic skills of teaching mathematics taught by using SSCS learning strategy is better than the enhancement of those who were taught by using conventional learning; (3) there is no interaction between learning (SSCS and conventional) and (high, intermediate, low) mathematical prior knowledge towards the achievement of prospective teachers' basic skills of teaching mathematics; (4) there is interaction between learning (SSCS and conventional) and (high, intermediate, low) mathematical prior knowledge towards the enhancement of prospective teachers' basic skills of teaching mathematics; (5) there is no different achievement in self-efficacy between the prospective teachers who were taught by SSCS learning and those who were taught by conventional learning; (6) there is no interaction between learning (SSCS and conventional) and (high, intermediate, low) mathematical prior knowledge towards the achievement of prospective teachers' self-efficacy.

Keywords: Basic Skills of Teaching Mathematics, Self-efficacy, Learning with SSCS Strategy.