

ABSTRAK

Kania Dewi Permani. (2017). **Pengaruh Model Pembelajaran *Relating, Experiencing, Applying, Cooperating, Transferring* (REACT) terhadap Kemampuan Pemecahan Masalah Matematis dan *Self-Efficacy* Siswa SMK.**

Penelitian ini mengkaji tentang pengaruh model pembelajaran *Relating, Experiencing, Applying, Cooperating, Transferring* (REACT) terhadap kemampuan pemecahan masalah matematis dan *self-efficacy* siswa SMK. Penelitian ini merupakan penelitian kuasi eksperimen dengan menggunakan non-ekivalen desain. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMK Insan Mandiri Bandung Barat. Sampel penelitian ini adalah 31 siswa di kelas eksperimen dan 30 siswa di kelas kontrol yang dipilih secara *purposive sampling*. Penelitian ini bertujuan: 1) mengetahui kemampuan pemecahan masalah siswa yang memperoleh model pembelajaran REACT lebih baik daripada siswa yang memperoleh pembelajaran konvensional. 2) mengetahui *self-efficacy* siswa yang memperoleh model pembelajaran REACT lebih baik daripada siswa yang memperoleh model pembelajaran konvensional. 3) mengetahui korelasi antara *self-efficacy* siswa dengan kemampuan pemecahan masalah matematis siswa yang memperoleh model pembelajaran REACT. 4) mengetahui korelasi antara *self-efficacy* siswa dengan kemampuan pemecahan masalah matematis siswa yang memperoleh model pembelajaran konvensional. Instrumen penelitian yang digunakan adalah tes tertulis kemampuan pemecahan masalah matematis dan angket *self-efficacy*. Hasil penelitian menunjukkan bahwa 1) kemampuan pemecahan masalah matematis siswa yang mendapat model pembelajaran REACT lebih baik daripada siswa yang mendapat model pembelajaran konvensional. 2) *self-efficacy* siswa yang mendapat model pembelajaran REACT lebih baik daripada siswa yang mendapat model pembelajaran konvensional. 3) terdapat korelasi antara *self-efficacy* siswa dengan kemampuan pemecahan masalah matematis siswa pada kelas eksperimen. 4) tidak terdapat korelasi antara *self-efficacy* siswa dengan kemampuan pemecahan masalah matematis siswa pada kelas kontrol

Kata kunci: model pembelajaran REACT, kemampuan pemecahan masalah matematis, *self-efficacy*

ABSTRACT

Kania Dewi Permani. (2017). **Influence of Learning Model Relating, Experiencing, Applying, Cooperating, Transferring (REACT) to Ability of Mathematical Problem Solving and Self-Efficacy of Vocational School Students.**

This study examines the effect of learning model Relating, Experiencing, Applying, Cooperating, Transferring (REACT) to the ability of solving mathematical problems and self-efficacy of vocational students. This research is a quasi experimental research using non-equivalent design. The population in this study is all students of class X SMK Insan Mandiri West Bandung. The sample of this research is 31 people in experiment class and 30 people in control class chosen by purposive sampling. This study aims: 1) to know the problem solving ability of students who get REACT learning model better than students who obtain conventional learning. 2) knowing the self-efficacy of students who get the REACT learning model is better than students who get the conventional learning model. 3) to know the correlation between students 'self-efficacy with students' mathematical problem solving ability that obtains REACT learning model. 4) to know the correlation between students 'self-efficacy with students' mathematical problem solving abilities that obtain the conventional learning model. The research instrument used was written test of mathematical problem solving ability and self-efficacy questionnaire. The results showed that 1) the mathematical problem solving ability of students who received the REACT learning model is better than the students who get the conventional learning model. 2) self-efficacy of students who get REACT learning model is better than students who get conventional learning model. 3) there is a correlation between student self-efficacy with students' mathematical problem solving abilities in the experimental class. 4) there is no correlation between student self-efficacy with students' mathematical problem solving ability in control class

Keywords: REACT strategy, problem solving mathematics , self-efficacy