

## ABSTRACT

Kartika Mulia Fatikasari. (125050099). **Application of Mathematics Learning with Student Teams Achievement Division (STAD) Learning Model to Improve Problem Solving Ability and Self-Efficacy of Junior High School Students.**

This research is motivated by the importance of mathematical problem solving ability. However, students' mathematical problem solving abilities are still not optimal. The alternative of learning that can train students' mathematical problem solving ability is by using Student Teams Achievement Division (STAD) learning model. Student attitude toward learning activity of mathematics with Student Teams Achievement Division (STAD) learning model. While the purpose of this research is (1) To know the ability of students in solving mathematical problems that obtain learning with Student Teams Achievement Division (STAD) is better than than students ability in solving mathematical problems that obtain Conventional Learning. (2) Improving students problem solving abilities after using the Student Teams Achievement Division (STAD) learning model. This research is using experimental method. The population in this study are students of class VII of SMP Pasundan 12 Bandung academic year 2017-2018. The research samples are two classes that are taken randomly that is class VII C as experimental class and class VII D as control class. The instrument used in this research is the test of mathematical problem solving ability in the form of description and non test in the form of self-Efficacy attitude scale questionnaire. Data analysis was done by using t-test through SPSS 20.0 for Windows program by using Independent Sample t-test. Based on data analysis, the conclusion are: (1) Is the mathematical problem solving ability of the students who get the Student Teams Achievement Division learning better than the students who get the conventional learning. (2) Whether Self-Efficacy or students' self-confidence using the Student Teams Achievement Division (STAD) model is better than students who have received conventional learning. (3) Is there a positive correlation between mathematical problem-solving abilities and Self-Efficacy in students who acquired Student Teams Achievement Division (STAD) learning.

**Keywords: Learning Model Student Teams Achievement Division (STAD), Mathematical Problem Solving Ability.**