ABSTRACT

Fiona Resti (145050002). ***Influence of Model-Eliciting Activities (MEAs) to Increase Ability of Mathematical Critical Thinking Skills and Self-Efficacy of Senior High School Students.***

The aims of this research are: 1) To find out wheter the increased abiliy of mathematical critical thinking of students who gains Model-Eliciting Activities (MEAs) learning is better than students who obtain conventional learning; 2) To find out whether students's self efficacy who gains Model-Eliciting Activities (MEAs) learning is better than students who obtain conventional learning; 3) To find out whether there is a correlation between students's self-efficacy with mathematical critical thinking skills through Model-Eliciting Activities (MEAs) and conventional learning. The method of this research is experimental method with pretest and posttest control group design. The population of this research are students of 10th grade SMA Pasundan 2 Bandung. Samples of this research were randomly selected by two classes, X Mipa 4 for experiment class and X Mipa 6 for control class in SMA Pasundan 2 Bandung. Instruments that used of this research are test of mathematical critical thinking skills and self-efficacy scale. Data analysis using parametric test for pretest-postest and Pearson Product Moment test for correlation through software SPSS Statistics 17.0 for Windows. From the analysis of research data, obtained the following conclusions: 1) The increase students's mathematical critical thinking skills who gains Model-Eliciting Activities (MEAs) learning is better than students who obtain conventional learning; 2) Students's self-efficacy who gains Model-Eliciting Activities (MEAs) learning is better than students who obtain conventional learning; 3) There is no correlations between students's self-efficacy with mathematical critical thinking skills through Model-Eliciting Activities (MEAs) and conventional learning.

Keyword : *Model-Eliciting Activities (MEAs), Mathematical Critical Thinking Skills, Self-Efficacy.*