**PENERAPAN PEMBELAJARAN MODEL**

***CONNECTING, ORGANIZING, REFLECTING, ANDEXTENDING*(CORE)UNTUK MENINGKATKAN KEMAMPUAN KONEKSI MATEMATIS DAN*SELF-EFFICACY* SISWA**

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**ABSTRAK**

Penelitian ini bermaksud menganalisis penerapanpembelajaran model *Connecting, Organizing, Reflecting, and Extending*(CORE) untuk meningkatkankemampuan koneksi matematis dan s*elf-efficacy* siswa. Menggunakan metode campuran (*mixed methods*) tipe *Embedded Design*dengan populasinyaseluruh siswa kelas X SMK Negeri 2 Sumedang tahun pelajaran 2017/2018 dan mengambil sampel 2 kelas.Instrumen yang digunakan berupa tes kemampuan koneksi matematis dan non tes terdiri dari angket *self-efficacy* siswa, lembar observasi dan pedoman wawancara.Data hasil tes diolah untuk memperoleh data N-Gain, selanjutnya diuji menggunakan uji normalitas, *independent sample t-test*, uji *Mann Whitney*, uji *ANOVA* dua jalur, dan uji korelasi.Data hasil angket *self-efficacy* siswa diolah menggunakan skala Likert.Hasil penelitian yang diperoleh adalah: Penerapanpembelajaran model *Connecting, Organizing, Reflecting, and Extending*(CORE) untuk meningkatkankemampuan koneksi matematis dan s*elf-efficacy* siswalebih baik daripada siswa dengan pembelajaran konvensional ditinjau dari keseluruhan, dan tidak terdapat perbedaan peningkatan kemampuan koneksimatematis siswa unggul dan asor yang memperoleh pembelajaran matematika dengan model CORE dengan siswa yang memperoleh pembelajaran konvensional.

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| **Kata Kunci** | : Model CORE, kemampuan koneksi matematis, *self-efficacy* siswa,  |

**IMPLEMENTATION LEARNING MODEL
*CONNECTING, ORGANIZING, REFLECTING, AND EXTENDING* (CORE) IN A WAY TO INCREASE OF MATHEMATICS CONNECTIVITY SKILL AND STUDENT'S*SELF-EFFICACY***
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ABSTRACT

This Research is intended to analize the implementationlearning model such as *Connecting, Organizing, Reflecting, and Extending* (CORE) ina way of improving mathematics connectivity skill and student's *self-efficacy*. By using combined methodes (combined methods) the type of *Embedded Design*by the population is all the students in X grade of SMK Negeri 2 Sumedang study period 2017/2018and involved 2 classes. The instrument that used such as mathematicstest connectivity and non-test was built by questionnairestudent’s*self-efficacy*, the observation sheet and interview guidelines. The result data then have been managed to indicated N-Gain data, furthermore it was examined by using normality examines, *independent sample t-test*, *Mann Whitney*examines, two-ways*ANOVA*examines, and correlation examines. The data result from student's *self-efficacy*is processed by using Likert scale. It belongs with a conclusion of the research: Implementationlearning model*Connecting, Organizing, Reflecting, and Extending* (CORE) to develope mathematics connectivityskill and *self-efficacy*of the students is towards better than students with conventional viewed in whole, and there is no difference improvement in mathematics connectivity skill of superior students and inferior students that having mathematics learning with CORE modelsalso students with conventional learning.

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| Keywords | : CORE models, mathematics connectivity skill, student's*self-efficacy*, |

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