ABSTRACT

Novi Mufidah. (2019). **The Improvements of Ability in Mathematical Problem Solving and Self-Confidence of Junior High School Students with Meaningful Instructional Design (MID) Model.**

Mathematics is one branch of science that is quite important to learn. Efforts to get success in mathematics, students are required to have good mathematical problem solving skills. One of the causes of low success in achieving good mathematical values is the ability of students to solve problems correctly and reduce students' Self-confidence. This study aims to obtain an overview of the improvement of mathematical problem solving skills and self-confidence of junior high school students in learning with the Meaningful Instructional Design (MID) model and ordinary learning models. In accordance with the problems that have been formulated, the purpose of this study is: 1) To find out whether the increase in mathematical problem solving abilities of students who obtain the Meaningful Instructional Design (MID) model is higher than students who obtain an ordinary learning model. 2) To find out whether Self-confidence of students who get the Meaningful Instructional Design (MID) model is better than students who get regular learning. 3) To find out whether there is a correlation between mathematical problem solving abilities and Self-confidence of students who obtain the Meaningful Instructional Design (MID) model. This study uses an experimental method with a control group design and uses a purposive sampling technique. The experimental class obtained the Meaningful Instructional Design (MID) learning model while the control class obtained an ordinary learning model. The subjects of this study were students of Muhammadiyah 3 Junior High School Bandung with VII A class students as the control class and VII C class students as the experimental class. The instrument used in this study was a test of mathematical problem solving abilities totaling 5 test questions and a Self-confidence scale that housed 30 questionnaire statements. The data analysis technique uses the Independent Sample T-test through IBM SPSS 22.0 for Windows software. Based on the analysis of data and research findings obtained it can be concluded that: 1) Achieving an increase in mathematical problem solving abilities of students who obtain a Meaningful Instructional Design (MID) model is higher than students who obtain an ordinary learning model. 2) Self-confidence of students who get Meaningful Instructional Design (MID) learning better than students who get regular learning. 3) There is a correlation between mathematical problem solving abilities and Self-confidence of students who get the Meaningful Instructional Design (MID) learning.

Keywords: Mathematical Problem Solving, Meaningful Instructional Design, Self-confidence