ABSTRACT

Umi Laela (2019). **Influence of Learning Models Means Ends Analysis to Increase Ability of Mathematical Problem Solving and Self-efficacy of Senior High School Students.**

Mathematical problem solving is the ability in mathematical learning objectives, but in fact, the ability of the mathematical problem solving of students at the school are still classified as low. One alternative learning that can enhance the ability of mathematical problem solving and self-efficacy is a model of learning Means Ends Analysis. The purpose of this study are: 1) find out in the increase in mathematical problem solving ability of students who get learning model Means Ends Analysis is higher than the students who get model based learning problems; 2) find out the self-efficacy of student who get learning model Means Ends Analysis better than students who get model problem-based learning; 3) knowing the correlation between mathematical problem solving ability with the self-efficacy of students who get the learning models Means Ends Analysis. The methods used in this study is a method of experimentation with the design pretes and postes. The population of this study is class X SMA Pasundan 3 Bandung. The sample of this study randomly selected based on 2 classes class X IPA 3 as experimental class and X IPA 2 as control class. The research instrument used consisted of mathematical problem solving ability test instrument made in the form of descriptions (pretes-postes) and non-test instrument in the form of self-efficacy quewtionnaire. Data analysis using parametric tests on data pretes-postes and test correlation Pearson Product Moment through the software SPSS Statistics 20.0 for windows. Data analysis of research results, the conclusion is as follows: 1) Increased ability of the mathematical problem solving of students who acquire the learning models Means Ends Analisys higher than students who obtain the model problem-based learning; 2) Self-efficacy of students who acquire the learning models Means Analisys Ends better than students who obtain a model problem-based learning; 3) there is no correlation between the ability of mathematical problem solving with the ability to self-efficacy of students who gain a learning model MeansEends Analysis.

Keywords: Means Ends Analysis, Mathematical Problem Solving, Self-efficacy