

ABSTRACT

Prama Muhammad Al Faridz (2022). **The Effect of *Problem Based Instruction* on Mathematical Communication Ability and *Self-Efficacy* of Junior High School Students.**

An appropriate learning model is of course very necessary for the creation of good learning and the achievement of learning objectives. Therefore, one of the alternatives to provide a learning model that attracts students to learn mathematics and can be adapted to the application of technology is the *problem based instruction*. The aims of this study were: (1) to determine the mathematical communication skills of students who received a *problem based instruction* better than students who obtained a conventional learning model, (2) to determine the *self-efficacy* of students who received a *problem based instruction* better than students who received conventional learning models, (3) To determine the correlation between mathematical communication skills and *self-efficacy* of students who received *problem based instruction*. The research method used is a quasi-experimental research method (*quasi-experiment*). The subjects of this study were class VIII students of SMPN 35 Bandung in the academic year 2021-2022 with the objects being mathematical communication skills and *self-efficacy* of junior high school students. Based on the analysis of the research data, the conclusions are: 1) the improvement of mathematical communication skills of students who get *problem based instruction* are better than students who get conventional learning models, 2) *self-efficacy* of students who get *problem based instruction* is better than students who received conventional learning models, 3) there was a correlation between mathematical communication skills and *self-efficacy* of students who obtained *problem based instruction*

Keywords: Mathematical Communication Ability, *Self-Efficacy*, Model *Problem Based Instruction*