ABSTRACT

INCREASING MATHEMATIC REASONING ABILITY AND SELF-EFFICACY OF SMA THROUGH THE PROBLEM-BASED LEARNING (PBL) MODEL WITH THE BRIDGING ANALOGY LEARNING APPROACH

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The objectives of this study are to determine whether the improvement of mathematical reasoning ability of students who obtained the Problem-based learning model with the Bridging analogy learning approach was higher than the students who obtained the Problem-based learning, to find out whether the self-efficacy of students who obtained the Problem-based learning model with the Bridging analogy learning approach was better than students who obtained the Model Problem-based learning, to find out whether there is a correlation between students' mathematical reasoning ability and self-efficacy through the Problem-based learning model with the Bridging analogy learning approach. The research method used is a quasi-experimental research method with a non-equivalent control group design. The subject of this study was a class X student of SMA Negeri 12 Bandung as many as two classes with a sample of 72 students, 36 students in class X-9 as the experimental class and 36 students in class X-10 as the control class. The research instruments used are in the form of mathematical reasoning ability tests and self-efficacy questionnaires. Based on the results of the study, 1) increasing the mathematical reasoning ability of students who obtained the Problem-based learning model with the Bridging analogy learning approach was higher than students who obtained the Problem-based learning model, 2) the self-efficacy of students who obtained the Problem-based learning model with the Bridging analogy learning approach was better than students who obtained the Problem-based learning model, 3) there is a positive correlation between students' mathematical reasoning ability and self-efficacy through the Problem-based learning model with the Bridging analogy learning approach.

Keywords: *Mathematical Reasoning Ability, Self-efficacy, Problem-Based Learning model with Analogy Bridging Learning Approach.*