

ABSTRAK

Zulha Azhari Azis (2022). Pengaruh Model *Problem-Based Learning* Terhadap Kemampuan Pemecahan Masalah Matematis dan *Self-regulated Learning* Siswa

Penelitian ini bertujuan untuk: (1) mengetahui apakah peningkatan kemampuan pemecahan masalah matematis siswa SMA yang diberikan model *Problem-Based Learning* lebih baik dari pada siswa yang diberikan model pembelajaran konvensional; (2) mengetahui apakah pencapaian *self-regulated learning* siswa SMA yang diberikan model *Problem-Based Learning* lebih baik dari pada siswa yang diberikan model pembelajaran konvensional; (3) mengetahui apakah terdapat korelasi antara kemampuan pemahaman pemecahan masalah matematis dengan *Self-regulated Learning* siswa SMA yang diberikan model *Problem-Based Learning*. Metode yang digunakan pada penelitian ini adalah metode kuasi eksperimen dengan desain penelitian kelompok kontrol pre-test post-test. Subjek dalam penelitian ini adalah siswa kelas XI SMA Pasundan Majalaya. Sedangkan objek pada penelitian ini adalah kemampuan pemecahan masalah matematis dan *self-regulated learning*. Untuk sampel penelitian diambil sebanyak dua kelas yaitu kelas XI MIPA 1 sebagai kelas eksperimen yang memperoleh model *Problem-Based Learning* dan kelas XI MIPA 3 sebagai kelas kontrol yang memperoleh model pembelajaran biasa. Instrumen yang digunakan dalam penelitian ini adalah tes kemampuan pemecahan masalah matematis dan skala *self-regulated learning*. Data yang terkumpul diolah dengan menggunakan software SPSS 25.0 for windows. Hasil penelitian menunjukkan bahwa: (1) peningkatan kemampuan pemecahan masalah matematis siswa SMA yang diberikan model *Problem-Based Learning* lebih baik dari pada kemampuan pemecahan masalah matematis siswa SMA yang diberikan model pembelajaran konvensional. (2) pencapaian *self-regulated learning* siswa SMA yang diberikan model *Problem-Based Learning* lebih baik dari pada *self-regulated learning* siswa SMA yang diberikan model pembelajaran konvensional. (3) Terdapat korelasi antara kemampuan pemecahan masalah matematis dengan *self-regulated learning* siswa SMA yang diberikan model *Problem-Based Learning* dan koefisien korelasi yang di peroleh adalah berkategori rendah.

Kata Kunci: model *Problem-Based Learning*, Kemampuan Pemecahan Masalah Matematis dan *Self-regulated Learning*.

ABSTRACT

Zulha Azhari Azis (2022). The Influence of Problem-Based Learning Models on Students' Mathematical Problem-Solving and Independent Learning Ability

This study aims to: (1) find out whether the improvement in problem solving abilities of high school students who are given the Problem-Based Learning model is better than the students who are given the conventional learning model; (2) to find out whether the independent learning of high school students who were given the Problem-Based Learning model was better than the students who were given the conventional learning model; (3) find out whether there is a correlation between the ability to understand mathematical problem solving and Self-regulated Learning of high school students who are given the Problem-Based Learning model. The method used in this study is a quasi-experimental method with a pre-test post-test control group design. The subjects in this study were students of class XI SMA Pasundan Majalaya. While the object of this research is the ability to solve mathematical problems and self-regulated learning. For the research sample, two classes were taken, namely class XI MIPA 1 as the experimental class which obtained the problem-based learning model and class XI MIPA 3 as the control class which received the ordinary learning model. The instrument used in this research is a mathematical problem-solving ability test and a self-regulated learning scale. The data collected was processed using SPSS 25.0 software for windows. The results showed that: (1) the increase in mathematical problem-solving abilities of high school students who were given the Problem Based Learning model was better than the mathematical problem solving abilities of high school students who were given conventional learning models. (2) independent learning of high school students who are given a problem-based learning model is better than high school students who are given a conventional learning model. (3) There is a correlation between mathematical problem solving and self-regulated learning of high school students who are given the Problem-Based Learning model and the correlation coefficient obtained is in the low category.

Keywords: Problem Based Learning model, Mathematical Problem-Solving Ability and Self-regulated Learning.