ABSTRACT

Hendra Kusumah Ilhaman. (2022). *Enhancement of Connection Ability and Mathematical Self-efficacy of High School Students through CORE Learning Model (Connecting, Organizing, Reflecting, Extending).*

This study aims to: (1) determine the increase in the mathematical connection ability of students who receive CORE learning models are higher than students who receive conventional learning models; (2) knowing the achievement of self-efficacy of students who get the CORE learning model is better than students who get the conventional learning model; (3) knowing that there is a positive correlation between mathematical connections and self-efficacy of students who receive the CORE learning model and between mathematical connections and self-efficacy of students who receive conventional learning models; (4) To determine the effectiveness of CORE learning on increasing students' mathematical connection skills and self-efficacy. The method used in this study is a quasi-experimental method with a non-equivalent control group design. The population in this study were all students of class XI SMA Negeri 16 Bandung. The research sample consisted of 2 classes. The class XI IPS 6 was obtained as the experimental class which received the CORE model and class XI IPS 5 as the control class which received the conventional learning model. The instrument used in this study was a description of the mathematical connection ability test and a self-efficacy scale. The collected data was then processed using IBM SPSS 26 software for windows. The results showed that: (1) the increase in the mathematical connection ability of students who received the CORE learning model was higher than students who received the conventional learning model; (2) the increase in self-efficacy of students who received the CORE learning model was better than students who received the conventional learning model; (3) there is a correlation between mathematical connection ability and self-efficacy of students who receive the CORE learning model and there is no correlation between mathematical connection abilities and self-efficacy of students who receive conventional learning models; (4) The effectiveness of CORE learning towards increasing mathematical connection skills is classified as very large, while increasing students' self-efficacy abilities is classified as moderate.

Keywords: CORE, mathematical connection, self-efficacy