ABSTRACT

Fasya Azzahra (2025). ***The Implementation of the CORE Model to Improve Mathematical Communication Skills and Self-Confidence of Junior High School Students Assisted by Wordwall.***

Mathematical communication skills and self-confidence are two crucial aspects of the mathematics learning process. Mathematical communication reflects students' cognitive capacity, while self-confidence falls within the affective domain, both of which contribute significantly to academic success. However, both of these abilities remain relatively low among students, as evidenced by their continued difficulties in understanding mathematical concepts. Therefore, the implementation of the CORE model supported by Wordwall media is considered one of the efforts to improve students' mathematical communication skills and self-confidence. The objectives of this study are: (1) To determine whether the improvement in mathematical communication skills of junior high school students who are taught using the CORE model assisted by Wordwall is higher than that of students who are taught using conventional instructional models; (2) To examine whether the self-confidence of students who receive instruction through the CORE model assisted by Wordwall is better than that of students who receive conventional instruction; and (3) To identify whether there is a positive correlation between the mathematical communication skills and self-confidence of students through the use of the CORE model supported by Wordwall. This research employed a quasi-experimental approach using a non-equivalent control group design. The subjects consisted of 50 students from two classes at SMP Pasundan Rancaekek. Based on the data analysis, the following conclusions were drawn: (1) The mathematical communication skills of students who received instruction through the CORE model assisted by Wordwall increased more significantly than those of students who received conventional instruction; (2) The self-confidence of students taught using the CORE model assisted by Wordwall was higher than that of those taught using conventional methods; and (3) There was a significant positive correlation between students' mathematical communication skills and their self-confidence, with a sample correlation coefficient of 0.724, indicating a strong correlation.

Keywords*: Mathematical Communication Skills, Self-Confidence, CORE Model, Wordwall*