

ABSTRAK

BAYYINATUL KAAMILAH AZZAHRA (2026). **Kemampuan Pemecahan Masalah Matematis dan *Self-Efficacy* Melalui Model Pembelajaran *Guided Inquiry* Berbantuan *Genially* Pada Siswa SMA.**

Penelitian ini bertujuan untuk: (1) Menganalisis kemampuan pemecahan masalah matematis siswa yang mendapatkan model pembelajaran *Guided Inquiry* berbantuan *Genially* lebih baik daripada siswa yang mendapatkan model pembelajaran biasa atau konvensional; (2) Mengetahui *self-efficacy* siswa yang mendapatkan model pembelajaran *Guided Inquiry* berbantuan *Genially* lebih baik daripada siswa yang mendapatkan model pembelajaran biasa atau konvensional; (3) Mengetahui terdapat korelasi antara kemampuan pemecahan masalah matematis dengan *self-efficacy* siswa yang mendapatkan model pembelajaran *Guided Inquiry* berbantuan *Genially*; (4) Mengetahui efektivitas model pembelajaran *Guided Inquiry* berbantuan *Genially* terhadap kemampuan pemecahan masalah matematis siswa. Penelitian menggunakan pendekatan kuantitatif dengan metode *quasi-exsperimen* dengan desain *non-equivalent posttest-only control group design*. Subjek penelitian ini adalah siswa kelas X-E3 sebagai kelas eksperimen dan siswa kelas X-E2 sebagai kelas kontrol. Pengumpulan data dilakukan melalui dua jenis instrumen, yaitu soal tes berbentuk uraian untuk mengukur kemampuan pemecahan masalah matematis dan angket non-tes untuk mengukur *self-efficacy*. Pengolahan data menggunakan uji-t, uji nonparametris, uji korelasi, dan uji efektivitas dengan bantuan *IBM SPSS 23 for Windows* dan *Microsoft Excel 2021*. Berdasarkan analisis data, diperoleh kesimpulan: (1) Kemampuan pemecahan masalah matematis siswa yang mendapatkan model pembelajaran *Guided Inquiry* berbantuan *Genially* lebih baik daripada siswa yang memperoleh model pembelajaran biasa atau konvensional; (2) *Self-efficacy* siswa yang mendapatkan model pembelajaran *Guided Inquiry* berbantuan *Genially* lebih baik dari pada siswa yang memperoleh model pembelajaran biasa atau konvensional; (3) Terdapat korelasi positif antara kemampuan pemecahan masalah matematis dengan *self-efficacy* siswa yang memperoleh model pembelajaran *Guided Inquiry* berbantuan *Genially*; (4) Efektivitas model pembelajaran *Guided Inquiry* berbantuan *Genially* terhadap kemampuan pemecaha masalah matematis siswa tergolong sedang.

Kata Kunci: Kemampuan Pemecahan Masalah Matematis, *Self-Efficacy*, Model Pembelajaran *Guided Inquiry*, *Genially*.

ABSTRACT

BAYYINATUL KAAMILAH AZZAHRA (2026). *Mathematical Problem Solving Ability and Self-Efficacy Through the Genially Assisted Guided Inquiry Learning Model in High School Students.*

This study aims to: (1) Analyze the mathematical problem-solving ability of students who received the Guided Inquiry learning model assisted by Genially is better than students who received the ordinary or conventional learning model; (2) Determine the self-efficacy of students who received the Guided Inquiry learning model assisted by Genially is better than students who received the ordinary or conventional learning model; (3) Determine whether there is a correlation between mathematical problem-solving ability and self-efficacy of students who received the Guided Inquiry learning model assisted by Genially; (4) Determine the effectiveness of the Guided Inquiry learning model assisted by Genially on students' mathematical problem-solving abilities. The study used a quantitative approach with a quasi-experimental method with a non-equivalent posttest-only control group design. The subjects of this study were students of class X-E3 as the experimental class and class X-E2 students as the control class. Data collection was carried out using two types of instruments, namely essay-shaped test questions to measure mathematical problem-solving abilities and non-test questionnaires to measure self-efficacy. Data processing used t-tests, nonparametric test, correlation tests, and effectiveness tests with the help of IBM SPSS 23 for Windows and Microsoft Excel 2021. Based on data analysis, the following conclusions were obtained: (1) The mathematical problem-solving ability of students who received the Guided Inquiry learning model assisted by Genially was better than students who received the ordinary or conventional learning model; (2) The self-efficacy of students who received the Guided Inquiry learning model assisted by Genially was better than students who received the ordinary or conventional learning model; (3) There was a positive correlation between the mathematical problem-solving ability and the self-efficacy of students who received the Guided Inquiry learning model assisted by Genially; (4) The effectiveness of the Guided Inquiry learning model assisted by Genially on students' mathematical problem-solving ability was classified as moderate.

Keywords: *Mathematical Problem Solving Ability, Self-Efficacy, Guided Inquiry Learning Model, Genially.*

RINGKESAN

BAYYINATUL KAAMILAH AZZAHRA (2026). *Kamampuh Ngabéréskeun Masalah Matématis jeung Self-Efficacy Ngaliwatan Modél Pangajaran Guided Inquiry Dibantu ku Génially dina Siswa SMA.*

Ieu panalungtikan miboga tujuan pikeun: (1) Nganalisis kamampuh ngabéréskeun masalah matématis siswa anu narima modél pangajaran Guided Inquiry dibantu ku Génially leuwih hadé tibatan siswa anu narima modél pangajaran biasa atawa konvensional; (2) Ngidentifikasi self-efficacy siswa anu narima modél pangajaran Guided Inquiry dibantu ku Génially leuwih hadé tibatan siswa anu narima modél pangajaran biasa atawa konvensional; (3) Ngidentifikasi aya korélasi antara kamampuh ngabéréskeun masalah matématis jeung self-efficacy siswa anu narima modél pangajaran Guided Inquiry dibantu ku Génially; (4) Ngidentifikasi éféktivitas modél pangajaran Guided Inquiry dibantu Génially kana kamampuh ngabéréskeun masalah matématis siswa. Panalungtikan ieu ngagunakeun pendekatan kuantitatif kalawan métode quasi-eksperimen kalawan desain non-equivalent posttest-only control group design. Subjek dina ieu panalungtikan nyaéta siswa kelas X-E3 salaku kelas ékspérimén jeung kelas X-E2 salaku kelas kontrol. Pangumpulan data dilakukeun ngaliwatan dua jenis instrumen, nyaéta soal tés berbentuk uraian pikeun ngukur kamampuh ngabéréskeun masalah matématis jeung angkét non-tés pikeun ngukur self-efficacy. Pangolahan data ngagunakeun uji-t, uji nonparametris, uji korelasi, jeung uji éféktivitas kalawan bantuan IBM SPSS 23 for Windows jeung Microsoft Excel 2021. Dumasar kana analisis data, kacindekan anu dimeunangkeun nyaéta: (1) Kamampuh ngabéréskeun masalah matématis siswa anu meunang modél pangajaran Guided Inquiry dibantu ku Génially leuwih hadé tibatan siswa anu meunang modél pangajaran biasa atawa konvensional; (2) Self-efficacy siswa anu meunang modél pangajaran Guided Inquiry dibantu ku Génially leuwih hadé tibatan siswa anu meunang modél pangajaran biasa atawa konvensional; (3) Aya korelasi positif antara kamampuh ngabéréskeun masalah matématis jeung self-efficacy siswa anu meunang modél pangajaran Guided Inquiry dibantu ku Génially; (4) Efektivitas modél pangajaran Guided Inquiry dibantu ku Génially kana kamampuh ngabéréskeun masalah matématis siswa kaasup kana kategori sedeng.

Konci: *Kamampuh Ngabéréskeun Masalah Matématis, Self-Efficacy, Modél Pangajaran Guided Inquiry, Génially.*