

ABSTRAK

Nazwa Alifia Rabbani. (2026). **Pengaruh Model *Contextual Teaching and Learning* (CTL) berbantuan *Wayground* terhadap Kemampuan Pemecahan Masalah Matematis dan *Self-confidence* Murid SMP.**

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemecahan masalah matematis murid dan kepercayaan diri atau *Self-confidence* e murid SMP. Berdasarkan berbagai hasil penelitian, ditemukan masih banyak murid yang mengalami kesulitan dalam menyelesaikan masalah matematika dan masih banyak murid yang memiliki kepercayaan diri yang rendah. Rendahnya kemampuan pemecahan masalah matematis dan *Self-confidence* dapat menyebabkan murid kurang yakin terhadap kemampuannya serta kurang aktif dalam proses pembelajaran. Berdasarkan fakta-fakta di atas, diperlukan suatu model pembelajaran yang dapat memberikan pengaruh terhadap kemampuan pemecahan masalah matematis dan *Self-confidence* murid. Salah satu model pembelajaran sebagai alternatif solusi dari masalah tersebut adalah *Contextual Teaching and Learning*. Penelitian ini bertujuan untuk: (1) mengetahui kemampuan pemecahan masalah matematis murid yang memperoleh model *contextual teaching and learning* berbantuan *wayground* lebih baik dibandingkan dengan murid yang memperoleh model pembelajaran konvensional; (2) mengetahui *Self-confidence* murid yang memperoleh model *Contextual Teaching and Learning* berbantuan *Wayground* lebih baik dibandingkan dengan murid yang memperoleh model pembelajaran konvensional; (3) mengetahui adanya korelasi positif antara kemampuan pemecahan masalah matematis dan *Self-confidence* murid yang memperoleh model *Contextual Teaching and Learning* berbantuan *Wayground*. Metode yang digunakan dalam penelitian ini adalah kuasi eksperimen dengan desain penelitian *Posstest only control group design*. Penelitian ini dilakukan terhadap populasi murid SMP di Kota Bandung dengan sampel penelitian yang diambil dari murid kelas VII pada salah satu sekolah swasta di Kota Bandung yang terdiri dari dua kelas yaitu kelas eksperimen yang mendapatkan perlakuan dengan model *contextual teaching and learning* berbantuan *wayground* dan kelas kontrol yang mendapatkan model pembelajaran konvensional. Instrumen tes yang digunakan adalah berupa soal kemampuan pemecahan masalah matematis dan instrumen non-tes yang digunakan berupa angket *Self-confidence*. Data yang sudah terkumpul kemudian diolah menggunakan IBM SPSS 23.0 *for windows*. Hasil penelitian menunjukkan bahwa (1) kemampuan pemecahan masalah matematis murid yang memperoleh model *contextual teaching and learning* berbantuan *wayground* lebih baik dibandingkan dengan murid yang memperoleh model pembelajaran konvensional; (2) *Self-confidence* murid yang memperoleh model *contextual teaching and learning* berbantuan *wayground* lebih baik dibandingkan dengan murid yang memperoleh model pembelajaran konvensional; (3) terdapat korelasi positif yang sangat kuat antara kemampuan pemecahan masalah matematis dan *Self-confidence* murid yang memperoleh model *contextual teaching and learning* berbantuan *wayground*.

Kata Kunci: Kemampuan Pemecahan Masalah Matematis, *Self-confidence*, *Contextual Teaching and Learning*, *Wayground*.

ABSTRACT

Nazwa Alifia Rabbani (2026), *The influence of the contextual teaching and learning (CTL) model assisted by wayground on junior high school student mathematical problem solving ability and self-confidence*

This study was motivated by the low level of students' mathematical problem-solving ability and Self-confidence among junior high school students. Based on various previous studies, it was found that many students still experienced difficulties in solving mathematical problems and demonstrated low Self-confidence. Low mathematical problem-solving ability and Self-confidence may cause students to feel less confident in their abilities and become less active during the learning process. Therefore, an instructional model that could positively influence both variables was needed. One of the alternative learning models proposed to address this issue was the Contextual Teaching and Learning (CTL) model assisted by Wayground. This study aimed to: (1) determine whether the mathematical problem-solving ability of students who received the Contextual Teaching and Learning model assisted by Wayground was better than those who received conventional learning; (2) determine whether the Self-confidence of students who received the Contextual Teaching and Learning model assisted by Wayground was better than those who received conventional learning; and (3) determine whether there was a positive correlation between students' mathematical problem-solving ability and Self-confidence among those who received the Contextual Teaching and Learning model assisted by Wayground. This study employed a quasi-experimental method using a Posttest-only control group design. The population consisted of junior high school students in Bandung, with the sample selected from Grade VII students at one private junior high school in Bandung consisting of two classes: an experimental class receiving the Contextual Teaching and Learning model assisted by Wayground and a control class receiving conventional learning. The research instruments consisted of a mathematical problem-solving ability test and a Self-confidence questionnaire. The collected data were analyzed using IBM SPSS 23.0 for Windows. The results showed that: (1) students who received the Contextual Teaching and Learning model assisted by Wayground demonstrated better mathematical problem-solving ability than those who received conventional learning; (2) students who received the Contextual Teaching and Learning model assisted by Wayground demonstrated higher Self-confidence than those who received conventional learning; and (3) there was a very strong positive correlation between mathematical problem-solving ability and Self-confidence among students who received the Contextual Teaching and Learning model assisted by Wayground.

Key words: *Mathematical Problem Solving Skills, Self-confidence, Contextual Teaching and Learning, Wayground.*

RINGKESAN

Nazwa Alifia Rabbani (2026). *Pengaruh Model Contextual Teaching and Learning (CTL) anu dibantuan ku Wayground kana kamampuh ngungkulan masalah matematis jeung Kapercayaan diri murid SMP.*

Kasang tukang ieu panalungtikan nyaéta kurangna kamampuh ngungkulan masalah matematis murid jeung kapercayaan diri atawa *Self-confidence* murid SMP. Dumasar kana sababaraha hasil panalungtikan, katitén yén loba kénéh murid anu hésé dina ngungkulan masalah matematika jeung loba kénéh murid anu kapercayaan diri na kurang. Éta hal ngabalukarkeun murid kurang yakin kana kamampuhna sarta kurang aktip dina proses diajarna. Dumasar fakta-fakta nu geus katitén, dibutuhkeun modél pangajaran anu bisa méré pangaruh kana kamampuh ngungkulan masalah matematis jeung *Self-confidence* murid. Salasahiji model pangajaran salaku alternatif solusi tina ieu masalah nyaéta *Contextual Teaching and Learning*. Ieu panalungtikan miboga tujuan pikeun: (1) Mikanyaho kamampuh ngungkulan masalah matematis murid nu ngalarapkeun model *contextual teaching and learning* dibantuan ku *wayground* leuwih hadé tibatan murid nu ngalarapkeun model pangajaran konvensional; (2) mikanyaho *Self-confidence* murid nu ngalarapkeun model *Contextual Teaching and Learning* dibantuan ku *Wayground* leuwih hadé tibatan murid nu ngalarapkeun model pangajaran konvensional; (3) Mikanyaho korelasi positif antara kamampuh ngungkulan masalah matematis jeung *Self-confidence* murid nu ngalarapkeun model *Contextual Teaching and Learning* dibantuan ku *Wayground*. Metode anu digunakeun dina ieu panalungtikan nyaéta kuasi eksperimen nu ngagunakeun desain *Posstest only control group design*. Ieu panalungtikan dilaksanakeun ka populasi murid SMP di Kota Bandung ngagunakeun sampel panalungtikan nu dicangking tina murid kelas VII di salasahiji sakola swasta di Kota Bandung nu mangrupa dua kelas nyaéta kelas eksperimen nu ngalarapkeun model *contextual teaching and learning* dibantuan ku *wayground* jeung kelas kontrol nu ngalarapkeun model pangajaran konvensional dina proses diajarna. Instrumen tés nu digunakeun téh mangrupa soal kamampuh ngungkulan matematis jeung instrumen non-tés nu mangrupa angket *Self-confidence*. Data nu geus kapaluruh satuluyna diolah ngagunakeun *IBM SPSS 23.0 for windows*. Tina hasil ieu panalungtikan téh katitén yén (1) Kamampuh ngungkulan masalah matematis murid nu ngalarapkeun model *contextual teaching and learning* dibantuan ku *wayground* leuwih hadé tibatan murid nu ngalarapkeun model pangajaran konvensional; (2) *Self-confidence* murid nu ngalarapkeun model *contextual teaching and learning* dibantuan ku *wayground* leuwih hadé tibatan murid nu ngalarapkeun model pangajaran konvensional; (3) aya pangaruh korelasi positif antara kamampuh ngungkulan masalah matematis jeung *Self-confidence* murid nu ngalarapkeun model *contextual teaching and learning* dibantuan ku *wayground*.

Sunggem Konci : Kamampuh ngungkulan masalah matematis, Kapercayaan diri, Model Contextual teaching and learning, Wayground.