

ABSTRAK

Baity, Nur 2021. Pengaruh Model Pembelajaran *Creative Problem Solving* Terhadap Kemampuan Pemecahan Masalah Ditinjau Dari Motivasi Belajar Dan *Self-Efficacy* Peserta Didik, Tesis, Program Magister Pendidikan Matematika, Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi. Pembimbing: (I) Dr. Drs. Syaiful, M.Pd., (II) Prof. Dr. rer. Nat. Muhaimin, S.Pd., M.Si.

Kata Kunci : Model Pembelajaran CPS, Motivasi Belajar, *Self-efficacy*

Tujuan penelitian ini adalah untuk mengetahui; 1) pengaruh penggunaan model pembelajaran CPS terhadap kemampuan pemecahan masalah matematis, 2) pengaruh motivasi belajar terhadap kemampuan pemecahan masalah, 3) pengaruh *self-efficacy* peserta didik terhadap kemampuan pemecahan masalah, 4) interaksi antara model pembelajaran CPS dengan motivasi belajar peserta didik terhadap kemampuan pemecahan masalah, 5) interaksi antara model pembelajaran CPS dengan *self-efficacy* terhadap kemampuan pemecahan masalah, 6) interaksi antara motivasi belajar dengan *self-efficacy* terhadap kemampuan pemecahan masalah dan 7) interaksi antara model pembelajaran CPS, motivasi belajar dan *self-efficacy* secara bersama-sama terhadap kemampuan pemecahan masalah. Metode yang digunakan dalam penelitian ini adalah metode penelitian eksperimen. Sampel sebanyak 70 peserta didik. Pengambilan sampel dengan menggunakan tehnik *cluster random sampling*. Teknik Analisis data yang digunakan adalah tehnik Anava tiga jalan dan uji lanjut menggunakan uji komparasi ganda. Hasil penelitian menunjukkan bahwa :1) model pembelajaran CPS lebih efektif mempengaruhi kemampuan pemecahan masalah dibandingkan model pembelajaran konvensional, 2) motivasi belajar tinggi lebih efektif mempengaruhi kemampuan pemecahan masalah dibanding motivasi belajar sedang dan motivasi belajar rendah,, 3) tidak ada perbedaan *self-efficacy* tinggi, sedang dan rendah dalam mempengaruhi kemampuan pemecahan masalah 4) tidak terdapat pengaruh model pembelajaran dengan motivasi belajar terhadap kemampuan pemecahan masalah, 5) tidak terdapat pengaruh model pembelajaran dengan *self-efficacy* terhadap kemampuan pemecahan masalah, 6) tidak ada pengaruh motivasi belajar dengan *self-efficacy* terhadap kemampuan pemecahan masalah, 7). Tidak ada interaksi antara Model pembelajaran CPS, motivasi belajar dengan *self-efficacy* dalam mempengaruhi kemampuan pemecahan masalah.

ABSTRACT

Baity, Nur 2021. The Effect Of Creative Problem Solving Learning Models On Problem Solving Ability In Learning Motivation And Student Self-Efficacy View, Thesis, Mathematics Education Department, Post Graduate, Faculty Of Mathematics And Natural Science, Jambi University. Advisor: (I) Dr. Drs. Syaiful, M.Pd., (II) Prof. Dr. rer. Nat. Muhaimin, S.Pd., M.Si.

Keywords: CPS Learning Model, Learning Motivation, Self-efficacy

This study aims to determine; 1) the effect of using creative problem-solving learning models on mathematical problem-solving abilities, 2) the influence of learning motivation on mathematical problem-solving abilities, 3) the influence of students' self-efficacy on mathematical problem-solving abilities, 4) interactions between creative problem-solving learning models with students' learning motivation towards mathematical problem-solving abilities, 5) interaction between creative problem-solving learning models with self-efficacy on mathematical problem-solving abilities, 6) interactions between learning motivation and self-efficacy on mathematical problem-solving abilities and 7) interactions between models learning creative problem solving, learning motivation and self-efficacy together on mathematical problem-solving abilities. The method used in this research is an experimental research method. A sample of 70 students was taken using the cluster random sampling technique. The data analysis used was the three-way Anava technique and the follow-up test used a multiple comparison test. The results showed that: 1) CPS learning models more effectively influence problem-solving abilities than conventional learning models, 2) high learning motivation is more effective in influencing mathematical problem-solving abilities than moderate learning motivation and low learning motivation, 3) no difference self-efficacy high, moderate dan low in influencing mathematical problem-solving abilities 4) there is no effect of differences in learning models with learning motivation on mathematical problem-solving abilities, 5) there is no difference between learning models and self-efficacy on solving abilities problem, 6)) there is no difference between learning motivation with self-efficacy affects mathematical problem-solving abilities, 7). There is no interaction between Creative problem-solving learning model, learning motivation with moderate self-efficacy affect mathematical problem-solving abilities.