

ABSTRAK

MIRANTI SAHARA: Analisis Kemampuan Komunikasi Matematis Siswa Ditinjau dari *Self-Efficacy* dengan Soal Berbasis kontekstual. **Program Studi Pendidikan Matematika FKIP Universitas Malikussaleh, 2025.**

Kemampuan komunikasi matematis siswa tergolong rendah, karena sebagian besar siswa belum mampu memenuhi indikator kemampuan komunikasi matematis yang mempengaruhi hasil belajar siswa. *self-efficacy* dan soal kontekstual dapat memberikan dampak terhadap kemampuan komunikasi matematis. Penelitian ini bertujuan untuk mendeskripsikan kemampuan komunikasi matematis siswa, mendeskripsikan tingkat *self-efficacy* siswa dan mendeskripsikan hubungan antara tingkat *self-efficacy* dengan kemampuan komunikasi matematis siswa. Penelitian ini dilaksanakan di SMA N 2 Bandar, dengan menggunakan metode kualitatif deskriptif, subjek penelitian ini adalah 19 siswa kelas XI SMA N 2 Bandar. Teknik yang digunakan berupa tes dan non tes. Tes yaitu soal dengan indikator kemampuan komunikasi matematis, non tes yaitu angket *self-efficacy*, kemudian satu dari masing-masing klasifikasi yang ditemukan akan diwawancara. Hasil penelitian menunjukkan Siswa yang memiliki kemampuan komunikasi matematis yang tinggi, dapat memenuhi ketiga indikator kemampuan komunikasi matematis. Siswa yang memiliki kemampuan komunikasi sedang, dapat memenuhi dua indikator kemampuan komunikasi matematis. Siswa yang memiliki kemampuan komunikasi matematis dengan kriteria rendah, dapat memenuhi satu indikator kemampuan komunikasi matematis dan terdapat siswa yang memiliki kemampuan komunikasi rendah yang tidak dapat memenuhi ketiga indikator kemampuan komunikasi matematis. Siswa yang memiliki tingkat *self-efficacy* yang tinggi, dapat memenuhi ketiga indikator *self-efficacy* yaitu *level*, *strength* dan *generality*. Siswa yang memiliki tingkat *self-efficacy* yang sedang, dapat memenuhi dua indikator *self-efficacy* yaitu *strength* dan *generality*. Siswa yang memiliki tingkat *self-efficacy* rendah dapat memenuhi satu indikator *self-efficacy* yaitu *generality*. siswa yang memiliki tingkat *self-efficacy* tinggi memiliki kemampuan komunikasi matematis yang lebih baik daripada siswa yang memiliki *self-efficacy* rendah.

Kata Kunci: Kemampuan Komunikasi Matematis Siswa, *Self-Efficacy*, Kontekstual

ABSTRACT

MIRANTI SAHARA: *Analysis of Students' Mathematical Communication Ability Reviewed from Self-Efficacy with Contextual-Based Questions. Mathematics Education Study Program, FKIP, Malikussaleh University, 2025.*

Students' mathematical communication skills are low, because most students have not been able to fulfill the indicators of mathematical communication skills which affect students' learning outcomes. Self-efficacy and contextual questions can have an impact on mathematical communication skills. This study aims to describe students' mathematical communication skills, describe students' self-efficacy levels and describe the relationship between self-efficacy levels and students' mathematical communication skills. This study was conducted at SMA N 2 Bandar, using descriptive qualitative methods, the subjects of this study were 19 students of class XI of SMA N 2 Bandar. The techniques used were tests and non-tests. Tests were questions with indicators of mathematical communication skills, non-tests were self-efficacy questionnaires, then one of each classification found would be interviewed. The results showed that students who had high mathematical communication skills could fulfill all three indicators of mathematical communication skills. Students who had moderate communication skills could fulfill two indicators of mathematical communication skills. Students who have mathematical communication skills with low criteria can fulfill one indicator of mathematical communication skills and there are students who have low communication skills who cannot fulfill all three indicators of mathematical communication skills. Students who have a high level of self-efficacy can fulfill all three indicators of self-efficacy, namely level, strength and generality. Students who have a moderate level of self-efficacy can fulfill two indicators of self-efficacy, namely strength and generality. Students who have a low level of self-efficacy can fulfill one indicator of self-efficacy, namely generality. Students who have a high level of self-efficacy have better mathematical communication skills than students who have low self-efficacy.

Keywords: *Students' mathematical communication skills, self-efficacy, contextual*