

ABSTRAK

SITI DARMAWAN: Pengaruh Model Pembelajaran *Contextual Teaching And Learning* Berbantuan Video Animasi Terhadap Kemampuan Pemecahan Masalah Matematis Dan *Self-Efficacy* Siswa. **Program Studi Pendidikan Matematika FKIP Universitas Malikussaleh 2025.**

Kemampuan pemecahan masalah matematis merupakan kompetensi penting yang harus dimiliki siswa dalam pembelajaran matematika, hal tersebut berkaitan dengan *self-efficacy* siswa. Oleh karena itu diperlukan suatu model pembelajaran yang dapat mempengaruhi kemampuan pemecahan masalah dan *self-efficacy* siswa, salah satunya yaitu model pembelajaran *Contextual Teaching and Learning* (CTL).

Penelitian ini bertujuan untuk mengetahui 1) apakah terdapat pengaruh model pembelajaran CTL berbantuan video animasi terhadap kemampuan pemecahan masalah matematis siswa, 2) apakah terdapat pengaruh model pembelajaran CTL berbantuan video animasi terhadap kemampuan *self-efficacy* siswa. Penelitian menggunakan pendekatan kuantitatif jenis penelitian *quasi eksperimen* dengan tipe *non-equivalen pre-test post-test control group*. Populasi penelitian adalah siswa kelas X SMAN 5 Lhokseumawe, dengan sampel penelitian ini adalah kelas X-4 (20 siswa) sebagai kontrol dan kelas X-5 (25 siswa) sebagai eksperimen. Data dikumpulkan melalui tes dan nontest, lalu dianalisis dengan uji normalitas, homogenitas dan uji-t.

Hasil pengujian hipotesis pertama menunjukkan nilai signifikan $0.045 < 0.05$, sehingga H_0 ditolak, berarti terdapat pengaruh model pembelajaran CTL berbantuan video animasi terhadap kemampuan pemecahan masalah matematis. Sedangkan pengujian kedua menghasilkan nilai signifikan $0.216 \geq 0.05$, sehingga H_0 diterima berarti tidak terdapat pengaruh model pembelajaran CTL berbantuan video animasi terhadap kemampuan *self-efficacy* siswa.

Kata kunci: Model Pembelajaran *Contextual Teaching And Learning*, Kemampuan Pemecahan Masalah Matematis, *Self-Efficacy*

ABSTRACT

SITI DARMAWAN: *The Influence of Contextual Teaching and Learning Models Assisted by Animated Videos on Students' Mathematical Problem-Solving Ability and Self-Efficacy. Mathematics Education Study Program, FKIP, Universitas Malikussaleh 2025.*

Students' mathematical problem-solving ability in Indonesia remains relatively low, despite being a crucial competency in mathematics learning. This ability is also closely related to students' self-efficacy. To improve both aspects, one potential instructional model is Contextual Teaching and Learning (CTL) supported by animated videos.

This study aims to determine: (1) whether the CTL model assisted by animated videos has an effect on students' mathematical problem-solving ability, and (2) whether it affects students' self-efficacy. The research used a quantitative approach with a quasi-experimental design, specifically a non-equivalent pre-test post-test control group design. The population consisted of Grade X students at SMAN 5 Lhokseumawe. The sample included class X-4 (20 students) as the control group and class X-5 (25 students) as the experimental group. Data were collected through test and non-test instruments, and analyzed using normality test, homogeneity test, and t-test.

The results of the first hypothesis test using the independent sample t-test showed a significance value of $0.045 < 0.05$, indicating that the CTL model with animated videos significantly affects students' mathematical problem-solving ability. However, the second test showed a significance value of $0.216 \geq 0.05$, indicating that it does not have a significant effect on students' self-efficacy.

Keywords: *Contextual Teaching and Learning Model, Mathematical Problem-Solving Ability, Self-Efficacy*