ABSTRAK

FIRLY SETIANI: Pengaruh Model Pembelajaran *Thinking Aloud Pair Problem Solving* Terhadap Kemampuan Pemecahan Masalah dan *Self-efficacy* Matematis Siswa MTsS Syamsyuddhuha. **Program Studi Pendidikan Matematika FKIP Universitas Malikussaleh, 2026.**

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemecahan masalah dan *self-efficacy* matematis siswa serta masih dominannya penggunaan pembelajaran konvensional dalam proses pembelajaran. Salah satu alternatif pembelajaran yang dapat diterapkan untuk mengatasi permasalahan tersebut adalah model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS). Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran TAPPS terhadap kemampuan pemecahan masalah dan *self-efficacy* matematis siswa MTsS Syamsyudduha. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *quasi experiment* dan desain *Nonequivalent Control Group Design*. Populasi penelitian adalah seluruh siswa kelas VIII MTsS Syamsyudduha. Sampel penelitian ditentukan menggunakan teknik purposive sampling, sehingga kelas VIII-B terpilih sebagai kelas eksperimen dengan jumlah 28 siswa dan kelas VIII-C terpilih sebagai kelas kontrol dengan jumlah 24 siswa. Teknik pengumpulan data digunakan melalui instrumen tes kemampuan pemecahan masalah matematis, angket *self-efficacy* matematis, dan lembar observasi. Data dianalisis menggunakan uji statistik dengan bantuan *SPSS versi 25*. Hasil penelitian menunjukkan bahwa model pembelajaran TAPPS berpengaruh terhadap kemampuan pemecahan masalah matematis siswa yang ditunjukkan oleh nilai signifikansi sebesar $0{,}009 < 0{,}05$. Sementara itu, hasil pengujian *self-efficacy* matematis menunjukkan nilai signifikansi sebesar $0{,}462 > 0{,}05$, sehingga tidak terdapat pengaruh yang signifikan dari penerapan model pembelajaran TAPPS terhadap *self-efficacy* matematis siswa. Dengan demikian, model pembelajaran TAPPS berpengaruh terhadap kemampuan pemecahan masalah matematis siswa, tetapi tidak memberikan pengaruh yang signifikan terhadap *self-efficacy* matematis siswa.

Kata kunci: *Thinking Aloud Pair Problem Solving* (TAPPS), Kemampuan Pemecahan Masalah Matematis, *Self-Efficacy* Matematis.

ABSTRACT

FIRLY SETIANI: *The Effect of the Thinking Aloud Pair Problem Solving Learning Model on Students' Mathematical Problem-Solving Ability and Mathematical Self-Efficacy at MTsS Syamsyudduha. Mathematics Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University, 2026.*

This study was motivated by the low level of students' mathematical problem-solving ability and mathematical self-efficacy, as well as the dominant use of conventional learning methods in the learning process. One alternative learning model that can be applied to address these problems is the Thinking Aloud Pair Problem Solving (TAPPS) learning model. This study aimed to determine the effect of the TAPPS learning model on the mathematical problem-solving ability and mathematical self-efficacy of students at MTsS Syamsyudduha. This study employed a quantitative approach with a quasi-experimental research design, specifically the Nonequivalent Control Group Design. The population consisted of all eighth-grade students of MTsS Syamsyudduha. The sample was selected using a purposive sampling technique, resulting in class VIII-B as the experimental class consisting of 28 students and class VIII-C as the control class consisting of 24 students. Data were collected through mathematical problem-solving ability tests, mathematical self-efficacy questionnaires, and observation sheets. The data were analyzed using statistical tests with the assistance of SPSS version 25. The results showed that the TAPPS learning model had a significant effect on students' mathematical problem-solving ability, as indicated by a significance value of 0.009 < 0.05. Meanwhile, the results of the mathematical self-efficacy analysis showed a significance value of 0.462 > 0.05, indicating that the implementation of the TAPPS learning model did not have a significant effect on students' mathematical self-efficacy. Therefore, it can be concluded that the TAPPS learning model affects students' mathematical problem-solving ability but does not significantly affect their mathematical self-efficacy.

Keywords: *Thinking Aloud Pair Problem Solving (TAPPS), Mathematical Problem-Solving Ability, Mathematical Self-Efficacy*.