ABSTRAK

Irma Novita Nur Akbar, 1212050078, 2025, "Implementasi Model Pembelajaran *Connecting*, *Extending*, *Review* (CER) Berbantuan *Geogebra* untuk Meningkatkan Kemampua Berpikir Kritis dan *Self-Efficacy* Matematis Siswa"

Kemampuan berpikir kritis dan *self-efficacy* menjadi kemampuan yang harus dimiliki ketika belajar matematika. Model pembelajaran *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra* menjadi alternatif untuk meningkatkan kemampuan berpikir kritis dan *self-efficacy* matematis siswa. Tujuan dari penelitian ini untuk mengetahui: (a) Untuk mengetahui keterlaksanaan pembelajaran dengan menggunakan model pembelajaran *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra*; (b) Untuk mengetahui peningkatan kemampuan berpikir kritis matematis pada peserta didik yang memperoleh pembelajaran dengan model *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra* lebih baik dibandingkan dengan peserta didik yang memperoleh pembelajaran konvensional; (c) Untuk mengetahui peningkatan *self-efficacy* pada peserta didik yang memperoleh pembelajaran dengan model *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra* lebih baik dibandingkan dengan peserta didik yang memperoleh pembelajaran konvensional. Penelitian ini menggunakan metode kuasi eksperimen. Hasil dari penelitian ini yaitu: (a) keterlaksanaan pembelajaran dengan model *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra* dikategorikan baik; (b) Peningkatan kemampuan berpikir kritis matematis peserta didik yang memperoleh pembelajaran dengan model *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra* lebih baik daripada peserta didik yang memperoleh pembelajaran konvensional; (c) Peningkatan *self-efficacy* peserta didik yang memperoleh pembelajaran dengan model *Connecting*, *Extending*, *Review* (CER) berbantuan *Geogebra* lebih baik daripada peserta didik yang pemperoleh pembelajaran konvensional.

Kata kunci: Kemampuan Berpikir Kritis Matematis, *Self-Efficacy* Matematis, *Connecting*, *Extending*, *Review* (CER), *Geogebra*.

ABSTRACT

Irma Novita Nur Akbar, 1212050078, 2025, *"Implementation of Geogebra-assisted Connecting, Extending, Review (CER) Learning Model to Improve Students' Critical Thinking Ability and Mathematical Self-Efficacy"*

Critical thinking and self-efficacy are essential skills when learning mathematics. The Connecting, Extending, Review (CER) learning model assisted by Geogebra is an alternative to improve students' critical thinking and mathematical self-efficacy. The objectives of this study are to: (a) determine the implementation of learning using the Connecting, Extending, Review (CER) learning model assisted by Geogebra; (b) determine the improvement in mathematical critical thinking skills in students who received learning using the Connecting, Extending, Review (CER) learning model assisted by Geogebra compared to students who received conventional learning; (c) To determine whether the improvement in self-efficacy among students who received instruction using the Connecting, Extending, Review (CER) model assisted by Geogebra was better than that of students who received conventional instruction. This study used a quasi-experimental method. The results of this study are: (a) the implementation of learning using the Connecting, Extending, Review (CER) model assisted by Geogebra is categorized as good; (b) the improvement in mathematical critical thinking skills of students who received learning using the Connecting, Extending, Review (CER) model assisted by Geogebra is better than that of students who received conventional learning; (c) The improvement in self-efficacy of students who received instruction using the Connecting, Extending, Review (CER) model assisted by Geogebra was better than that of students who received conventional instruction.

Keywords: *Mathematical Critical Thinking Ability, Mathematical Self-Efficacy, Connecting, Extending, Review (CER), Geogebra.*