ABSTRAK

Syifa Amalia Shalihah, 1222050164 (2026) "Penerapan Strategi *Thinking Maps* untuk Meningkatkan Kemampuan Komunikasi Matematis dan *Self-Confidence* Peserta Didik"

Kemampuan komunikasi matematis dan *self-confidence* merupakan dua aspek penting yang mendukung keberhasilan peserta didik dalam pembelajaran matematika. Strategi *thinking maps* dapat digunakan sebagai alternatif pembelajaran untuk membantu peserta didik mengorganisasi informasi, menghubungkan konsep, serta mengomunikasikan ide-ide matematis secara sistematis. Penelitian ini bertujuan untuk mengetahui: (1) keterlaksanaan pembelajaran menggunakan strategi *thinking maps*, (2) perbedaan peningkatan kemampuan komunikasi matematis antara peserta didik yang belajar menggunakan strategi *thinking maps* dan pembelajaran konvensional, (3) perbedaan pencapaian kemampuan komunikasi matematis antara kedua kelompok, dan (4) perbedaan peningkatan *self-confidence* antara kedua kelompok. Penelitian ini menggunakan metode kuasi eksperimen dengan desain *Nonequivalent Control Group Design*. Subjek penelitian terdiri atas dua kelas VII SMP IT Ar-Rifqi Bandung, yaitu kelas eksperimen dan kelas kontrol. Instrumen penelitian meliputi lembar observasi, tes kemampuan komunikasi matematis, dan angket *self-confidence*. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran berada pada kategori sangat baik serta terdapat perbedaan peningkatan dan pencapaian kemampuan komunikasi matematis maupun peningkatan *self-confidence* antara kelas eksperimen dan kelas kontrol. Dengan demikian, strategi *thinking maps* efektif digunakan untuk meningkatkan kemampuan komunikasi matematis dan *self-confidence* peserta didik.

Kata Kunci: Kemampuan Komunikasi Matematis, *Self-Confidence*, Strategi *Thinking Maps*

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ABSTRACT

Syifa Amalia Shalihah, 1222050164 (2026) "*The Implementation of the Thinking Maps Strategy to Improve Students' Mathematical Communication Skills and Self-Confidence*"

Mathematical communication skills and self-confidence are two essential aspects that support students' success in mathematics learning. The Thinking Maps strategy can be used as an alternative instructional approach to help students organize information, connect concepts, and communicate mathematical ideas systematically. This study aimed to determine: (1) the implementation of learning using the Thinking Maps strategy, (2) the differences in the improvement of mathematical communication skills between students who learned through the Thinking Maps strategy and those who received conventional instruction, (3) the differences in the achievement of mathematical communication skills between the two groups, and (4) the differences in the improvement of self-confidence between the two groups. This study employed a quasi-experimental method with a Nonequivalent Control Group Design. The research participants consisted of two seventh-grade classes at SMP IT Ar-Rifqi Bandung, namely the experimental class and the control class. The research instruments included observation sheets, a mathematical communication skills test, and a self-confidence questionnaire. The results showed that the implementation of the learning process was categorized as very good. Furthermore, there were significant differences in both the improvement and achievement of mathematical communication skills, as well as in the improvement of self-confidence, between the experimental class and the control class. Therefore, the Thinking Maps strategy is effective in improving students' mathematical communication skills and self-confidence.

Keywords: *Mathematical Communication Skills, Self-Confidence, Thinking Maps Strategy*

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