

ABSTRAK

Karina Putri Cahyani, 1222050072, 2026, “Penerapan *Contextual Teaching and Learning* (CTL) Untuk Meningkatkan Kemampuan Komunikasi Matematis dan *Self-Efficacy* Peserta Didik”

Penelitian ini dilatarbelakangi oleh kemampuan komunikasi matematis peserta didik dalam pembelajaran matematika yang masih perlu ditingkatkan. Salah satu alternatif yang dapat dilakukan untuk meningkatkan kemampuan komunikasi matematis peserta didik dan *self-efficacy* adalah melalui penerapan *Contextual Teaching and Learning* (CTL). Tujuan penelitian ini adalah untuk mengetahui : (a) Keterlaksanaan pembelajaran matematika menggunakan model CTL; (b) Perbedaan peningkatan kemampuan komunikasi matematis peserta didik antara kelas yang menggunakan model CTL dengan kelas konvensional; (c) *Self-Efficacy* peserta didik yang menggunakan model CTL; serta (d) Keterkaitan antara kemampuan komunikasi matematis dengan *self-efficacy* peserta didik. Metode yang digunakan adalah *Quasi Experiment* dengan desain *Non-Equivalent Control-Group Design*. Data dikumpulkan melalui instrumen observasi aktivitas guru dan peserta didik, tes tertulis kemampuan komunikasi matematis, angket *self-efficacy*, dan dokumentasi pendukung. Hasil penelitian ini menunjukkan : (a) keterlaksanaan pembelajaran matematika menggunakan model CTL berada pada kategori sangat baik berdasarkan hasil observasi aktivitas guru dan peserta didik; (b) Terdapat perbedaan peningkatan kemampuan komunikasi matematis peserta didik antara kelas yang menggunakan model CTL dengan kelas konvensional; (c) *Self-efficacy* peserta didik setelah mengikuti pembelajaran dengan model CTL berada pada kategori tinggi; (d) Hasil analisis keterkaitan menunjukkan bahwa peserta didik dengan kemampuan komunikasi matematis yang lebih baik cenderung memiliki tingkat *self-efficacy* yang lebih tinggi.

Kata Kunci: Kemampuan Komunikasi Matematis, *Contextual Teaching and Learning* (CTL), *Self-Efficacy*

ABSTRAK

Karina Putri Cahyani, 1222050072, 2026, “The Implementation of Contextual Teaching and Learning (CTL) to Enhance Students' Mathematical Communication Skills and Self-Efficacy”

This research was motivated by the mathematical communication skills of students in mathematics learning, which still need improvement. One alternative that can be implemented to enhance students' mathematical communication skills and self-efficacy is through the application of Contextual Teaching and Learning (CTL). The objectives of this study were to determine: (a) The implementation of mathematics learning using the CTL model; (b) The difference in the improvement of students' mathematical communication skills between the class using the CTL model and the conventional class; (c) The self-efficacy of students using the CTL model; and (d) The correlation between mathematical communication skills and students' self-efficacy. The method used was a Quasi-Experiment with a Non-Equivalent Control-Group Design. Data were collected through observation instruments of teacher and student activities, written tests for mathematical communication skills, self-efficacy questionnaires, and supporting documentation. The results of this study indicate that: (a) The implementation of mathematics learning using the CTL model was in the very good category based on the observation results of teacher and student activities; (b) There is a difference in the improvement of students' mathematical communication skills between the class using the CTL model and the conventional class; (c) Students' self-efficacy after participating in learning with the CTL model was in the high category; (d) The correlation analysis results show that students with better mathematical communication skills tend to have a higher level of self-efficacy.

Keywords: *Mathematical Communication Ability, Contextual Teaching and Learning (CTL), Self-Efficacy*