

ABSTRAK

Imas Nurzanah 1222050064, 2026, “Pengaruh Model Pembelajaran *Comprehensive Mathematics Instruction* (CMI) terhadap Peningkatan Kemampuan Pemecahan Masalah Mathematis Siswa dan *Self-Efficacy*”

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemecahan masalah matematis dan *self-efficacy* siswa dalam pembelajaran matematika. Salah satu alternatif yang dapat digunakan untuk mengatasi permasalahan tersebut adalah penerapan model pembelajaran *Comprehensive Mathematics Instruction* (CMI). Penelitian ini bertujuan untuk mengetahui: (1) peningkatan kemampuan pemecahan masalah matematis siswa yang memperoleh pembelajaran menggunakan model CMI dan pembelajaran konvensional; (2) perbedaan peningkatan kemampuan pemecahan masalah matematis antara siswa yang memperoleh pembelajaran menggunakan model CMI dan pembelajaran konvensional; (3) *self-efficacy* siswa setelah memperoleh pembelajaran menggunakan model CMI. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment dan desain Pretest-Posttest Control Group Design*. Populasi penelitian adalah seluruh siswa kelas VIII MTs Miftahul Falah Tahun Ajaran 2025/2026. Sampel penelitian terdiri atas kelas VIII B sebagai kelas eksperimen yang memperoleh pembelajaran menggunakan model *Comprehensive Mathematics Instruction* (CMI) dan kelas VIII A sebagai kelas kontrol yang memperoleh pembelajaran konvensional. Instrumen penelitian berupa tes kemampuan pemecahan masalah matematis, angket *self-efficacy*, lembar observasi, dan dokumentasi. Hasil penelitian menunjukkan: (1) keterlaksanaan proses pembelajaran CMI tergolong dalam kategori sangat baik; (2) pembelajaran CMI memberikan peningkatan kemampuan pemecahan masalah yang berbeda secara signifikan dibandingkan dengan pembelajaran konvensional; (3) *self-efficacy* siswa dalam pembelajaran CMI menunjukkan pada kategori positif.

Kata Kunci: *Self-Efficacy*, Kemampuan Pemecahan Masalah, *Comprehensive Mathematics Instruction*

ABSTRACT

Imas Nurzanah, 1222050064, 2026. *The Effect of the Comprehensive Mathematics Instruction (CMI) Learning Model on the Improvement of Students' Mathematical Problem-Solving Ability and Self-Efficacy.*

This study was motivated by the low levels of students' mathematical problem-solving ability and self-efficacy in mathematics learning. One alternative to address these issues is the implementation of the Comprehensive Mathematics Instruction (CMI) learning model. This study aimed to determine: (1) the improvement in the mathematical problem-solving ability of students who were taught using the CMI learning model and those who received conventional learning; (2) the differences in the improvement of mathematical problem-solving ability between students who learned through the CMI model and those who learned through conventional instruction; and (3) students' self-efficacy after participating in learning through the CMI model. This study employed a quantitative approach using a quasi-experimental method with a Pretest–Posttest Control Group Design. The population consisted of all eighth-grade students of MTs Miftahul Falah in the 2025/2026 academic year. The research sample comprised Class VIII B as the experimental group, which received instruction using the Comprehensive Mathematics Instruction (CMI) learning model, and Class VIII A as the control group, which received conventional learning. The research instruments included a mathematical problem-solving ability test, a self-efficacy questionnaire, observation sheets, and documentation. The results of the study indicated that: (1) the implementation of the Comprehensive Mathematics Instruction (CMI) learning process was categorized as very good; (2) the CMI learning model resulted in a significantly greater improvement in students' mathematical problem-solving ability compared with conventional learning; and (3) students' self-efficacy after participating in CMI learning was categorized as positive.

Keywords: Self-Efficacy, Mathematical Problem-Solving Ability, Comprehensive Mathematics Instruction (CMI)