PENINGKATAN KEMAMPUAN REPRESENTASI MATEMATIS DAN *SELF-CONFIDENCE* SISWA MELALUI MODEL PEMBELAJARAN *ANCHORED INSTRUCTION* (AI)

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan representasi matematis dan kurangnya *self confidence* siswa yang didukung oleh studi pendahuluan di suatu SMA. Salah satu alternatif untuk menanggulangi permasalahan tersebut yaitu dengan pembelajaran model *Anchored Instruction* (AI). Tujuan dari penelitian ini untuk mengetahui: (a) Perbedaan peningkatan kemampuan representasi matematis siswa; (b) Perbedaan pencapaian kemampuan representasi matematis siswa ditinjau dari Pengetahuan Awal Matematika (PAM) siswa; (c) Peningkatan *self confidence* siswa terhadap pembelajaran matematika sebelum dan sesudah menggunakan pembelajaran model *Anchored Instruction* (AI). Penelitian ini dilakukan di SMA Karya Pembangunan 3 Paseh kelas XI MIPA 1 dan XI MIPA 2 menggunakan metode kuasi eksperimen. Hasil penelitian sebagai berikut: (a) Peningkatan kemampuan representasi matematis siswa dengan pembelajaran model *Anchored Instruction* (AI) lebih baik dibandingkan dengan pembelajaran ekspositori; (b) Pencapaian kemampuan representasi matematis siswa dengan model *Anchored Instruction* (AI) lebih baik berdasarkan tingkat PAM siswa (Tinggi, Sedang, Rendah); (c) Terdapat peningkatan *self confidence* siswa terhadap pembelajaran matematika sebelum dan sesudah menggunakan pembelajaran model *Anchored Instruction* (AI). Maka, model *Anchored Instruction* (AI) efektif dalam meningkatkan kemampuan representasi matematis dan *self confidence* siswa.

Kata Kunci: *Anchored Instruction* (AI), Representasi Matematis, *Self-Confidence*.

ABSTRACT

This research is motivated by the low ability of mathematical representation and lack of self-confidence of students which is supported by a preliminary study in a high school. One alternative to overcome these problems is by learning the Anchored Instruction (AI) model. The purpose of this study was to determine: (a) the differences in the improvement of students' mathematical representation abilities; (b) Differences in the achievement of students' mathematical representation abilities in terms of students' Preliminary Mathematics Knowledge (PAM); (c) Increasing students' self-confidence in learning mathematics before and after using the Anchored Instruction (AI) model of learning. This research was conducted at SMA Karya Pembangunan 3 Paseh class XI MIPA 1 and XI MIPA 2 using a quasi-experimental method. The results of the study are as follows: (a) The improvement of students' mathematical representation skills by learning the Anchored Instruction (AI) model is better than expository learning; (b) The achievement of students' mathematical representation skills with the Anchored Instruction (AI) model is better based on the students' PAM level (High, Medium, Low); (c) There is an increase in students' self confidence in learning mathematics before and after using the Anchored Instruction (AI) model of learning. Thus, the Anchored Instruction (AI) model is effective in improving students' mathematical representation skills and self-confidence.

Keywords: *Anchored Instruction (AI), Mathematical Representation, Self-Confidence.*