

ABSTRAK

“Penerapan Strategi *Think Aloud Pair Problem Solving (TAPPS)* Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis dan *Self Efficacy* Peserta Didik”

Kemampuan pemecahan masalah matematis menjadi salah satu kemampuan yang harus dimiliki peserta didik dalam pembelajaran matematika. Oleh sebab itu strategi *Think Aloud Pair Problem Solving (TAPPS)* menjadi alternatif agar peserta didik merasa mampu dalam memecahkan permasalahan sesuai dengan tingkat kesulitan tertentu yang merupakan salah satu indikator *self efficacy*. Tujuan penelitian ini: (a). Untuk mengetahui proses pelaksanaan pembelajaran matematika menggunakan strategi *Think Aloud Pair Problem Solving (TAPPS)*, (b). Untuk mengetahui perbedaan peningkatan kemampuan pemecahan masalah matematis antara peserta didik yang menerapkan strategi *Think Aloud Pair Problem Solving (TAPPS)* dengan peserta didik yang menerapkan pembelajaran konvensional, (c). Untuk mengetahui perbedaan peningkatan *self efficacy* peserta didik yang menerapkan strategi *Think Aloud Pair Problem Solving (TAPPS)* dengan peserta didik yang menerapkan pembelajaran konvensional. Metode penelitian ini menggunakan metode kuasi eksperimen. Hasil dari penelitian ini yaitu: (a). Keterlaksanaan pembelajaran kelas dengan strategi *Think Aloud Pair Problem Solving (TAPPS)* memperoleh persentase dengan kategori baik sekali, (b). Terdapat perbedaan peningkatan kemampuan pemecahan masalah matematis antara peserta didik yang menerapkan strategi *Think Aloud Pair Problem Solving (TAPPS)* dengan peserta didik yang menerapkan pembelajaran konvensional, (c). Terdapat perbedaan peningkatan *self efficacy* peserta didik yang menerapkan strategi *Think Aloud Pair Problem Solving (TAPPS)* dengan peserta didik yang menerapkan pembelajaran konvensional.

Kata kunci: *Think Aloud Pair Problem Solving (TAPPS)*, Kemampuan Pemecahan Masalah Matematis, *Self Efficacy*

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Ane Tri Agustian, (2024). “Penerapan Strategi *Think Aloud Pair Problem Solving (TAPPS)* Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis dan *Self Efficacy* Peserta Didik”

Mathematical problem solving ability is one of the abilities that students must have in learning mathematics. Therefore, the Think Aloud Pair Problem Solving (TAPPS) strategy is an alternative so that students feel capable of solving problems according to a certain level of difficulty which is one indicator of self-efficacy. The purposes of this study are: (a). To find out the process of implementing mathematics learning using the Think Aloud Pair Problem Solving (TAPPS) strategy, (b). To determine the differences in the improvement of mathematical problem solving abilities between students who apply the Think Aloud Pair Problem Solving (TAPPS) strategy and students who apply conventional learning, (c). To determine the difference in increasing self-efficacy of students who apply the Think Aloud Pair Problem Solving (TAPPS) strategy with students who apply conventional learning. This research method uses a quasi-experimental method. The results of this study are: (a). The implementation of class learning with the Think Aloud Pair Problem Solving (TAPPS) strategy obtained a percentage in the very good category, (b). There is a difference in the increase in mathematical problem solving abilities between students who apply the Think Aloud Pair Problem Solving (TAPPS) strategy and students who apply conventional learning, (c). There is a difference in the increase in self-efficacy of students who apply the Think Aloud Pair Problem Solving (TAPPS) strategy and students who apply conventional learning.

Keywords: *Think Aloud Pair Problem Solving (TAPPS)*, *Mathematical Problem Solving Ability*, *Self Efficacy*