

ABSTRAK

PENGARUH *SELF DIRECTED LEARNING* TERHADAP KEMAMPUAN PEMECAHAN MASALAH MATEMATIS (Studi Pada Siswa Kelas VIII SMP Negeri 3 Natar Semester Ganjil Tahun Pelajaran 2024/2025)

Oleh

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Penelitian ini bertujuan untuk mengetahui pengaruh *self directed learning* terhadap kemampuan pemecahan masalah matematis siswa. Populasi penelitian ini yaitu seluruh siswa kelas VIII SMP Negeri 3 Natar semester ganjil tahun pelajaran 2024/2025 sebanyak 131 siswa yang terdistribusi ke dalam 5 kelas yaitu VIII A sampai VIII E. Pengambilan sampel dilakukan dengan teknik *cluster random sampling*, 2 kelas diambil secara acak sebagai sampel yaitu kelas VIII B sebanyak 26 siswa dan kelas VIII E sebanyak 25 siswa. Penelitian ini menggunakan *pretes-posttestn control group design*. Analisis dalam penelitian ini menggunakan uji-*t*'. Hasil uji hipotesis menunjukkan bahwa peningkatan kemampuan pemecahan masalah matematis siswa kelas *self directed learning* lebih tinggi daripada siswa pada kelas konvensional. Berdasarkan hasil analisis tersebut disimpulkan bahwa pengaruh *self directed learning* efektif dilihat dari peningkatan kemampuan pemecahan masalah matematis siswa.

Kata kunci: kemampuan pemecahan masalah matematis, pengaruh, *self directed learning*

ABSTRACT

THE EFFECT OF SELF-DIRECTED LEARNING ON MATHEMATICAL PROBLEM-SOLVING ABILITIES (A Study of Eighth Grade Students of SMP Negeri 3 Natar, Odd Semester, 2024/2025 Academic Year)

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This study aims to determine the effect of self-directed learning on students' mathematical problem-solving abilities. The study population consisted of all 131 eighth-grade students of SMP Negeri 3 Natar in the odd semester of the 2024/2025 academic year, distributed into five classes: VIII A to VIII E. Sampling was conducted using a cluster random sampling technique, with two classes randomly selected: class VIII B (26 students) and class VIII E (25 students). This study used a pretest-posttest control group design. The analysis used the χ -test. The results of the hypothesis test showed that students in the self-directed learning class improved their mathematical problem-solving abilities significantly compared to those in the conventional class. Based on this analysis, it was concluded that the effect of self-directed learning was effective, as seen from the improvement in students' mathematical problem-solving abilities.

Keywords: mathematical problem solving ability, influence, self-directed learning