

## ABSTRAK

**Monica Septiani Eka Yunitasari. 2018. Kemandirian Belajar, *Self-Efficacy*, dan Hasil Belajar Siswa Kelas XI-MIPA 5 SMA Negeri 1 Kalasan Tahun Ajaran 2017/2018 pada Pembelajaran Matematika dengan Pendekatan *Reciprocal Teaching*. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta**

Penelitian ini bertujuan untuk (1) mengetahui apakah kemandirian belajar siswa dapat ditingkatkan melalui pembelajaran matematika dengan pendekatan *reciprocal teaching*, (2) mengetahui apakah *self-efficacy* siswa dapat ditingkatkan melalui pembelajaran matematika dengan pendekatan *reciprocal teaching*, dan (3) mengetahui apakah hasil belajar siswa dapat ditingkatkan melalui pembelajaran matematika dengan pendekatan *reciprocal teaching*.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) dengan subjek penelitian siswa kelas XI-MIPA 5 SMA Negeri 1 Kalasan yang berjumlah 27 siswa. Data kemandirian belajar dan *self-efficacy* siswa diperoleh melalui observasi, angket dan wawancara. Sedangkan data hasil belajar siswa diperoleh melalui tes hasil belajar. Data hasil observasi dianalisis dengan melihat prosentase masing-masing aspek kemandirian belajar dan *self-efficacy*. Data hasil angket dianalisis dengan menghitung skor setiap pernyataan, menghitung skor total masing-masing siswa, serta membandingkan skor total antara angket sebelum dan sesudah pembelajaran. Skor total masing-masing siswa dianalisis berdasarkan kriteria kualifikasi kemandirian belajar dan *self-efficacy*. Data hasil wawancara ditranskrip kemudian dideskripsikan sesuai dengan jawaban siswa. Data yang diperoleh melalui tes dianalisis ketuntasan nilainya berdasarkan Kriteria Ketuntasan Minimal (KKM) yaitu sebesar 75 dan dihitung prosentase ketuntasannya.

Dari hasil penelitian diperoleh bahwa (1) hasil observasi menunjukkan kemandirian belajar siswa pada siklus III sebesar 69,1% dan hasil angket sesudah pembelajaran sebesar 65,4% dengan kualitas tergolong tinggi, sehingga dapat dikatakan bahwa kemandirian belajar dapat ditingkatkan melalui pembelajaran dengan pendekatan *reciprocal teaching*, (2) hasil observasi menunjukkan *self-efficacy* siswa pada siklus III sebesar 67,9% dan hasil angket sesudah pembelajaran sebesar 68,4% dengan kualitas tergolong tinggi, sehingga dapat dikatakan bahwa *self-efficacy* dapat ditingkatkan melalui pembelajaran dengan pendekatan *reciprocal teaching*, (3) hasil tes di akhir pembelajaran diperoleh rata-rata sebesar 84,4 dan prosentase ketuntasan sebesar 81,5% dengan kualitas yang tergolong sangat baik, sehingga dapat dikatakan bahwa hasil belajar siswa dapat ditingkatkan melalui pembelajaran dengan pendekatan *reciprocal teaching*.

**Kata kunci** : kemandirian belajar, *self-efficacy*, hasil belajar, *reciprocal teaching*.

## ABSTRACT

**Monica Septiani Eka Yunitasari. 2018. Independent Learning, Self-Efficacy, And Learning Outcomes Of Students Grade XI-MIPA 5 SMA Negeri 1 Kalasan Academic Year 2017/2018 On Mathematics Learning Through Reciprocal Teaching Approach. Mathematics Education Study Program. Majoring In Mathematics And Natural Sciences Education. Faculty Of Teacher Training And Education. Sanata Dharma University, Yogyakarta.**

This study aims to (1) find out whether student learning independence can be improved through mathematics learning with reciprocal teaching approach, (2) know whether student self-efficacy can be improved through mathematics learning with reciprocal teaching approach, and (3) know whether student learning outcomes can be improved through mathematics learning with reciprocal teaching approach.

The type of research used in this study is classroom action research (PTK) with the subject of the students of class XI-MIPA 5 SMA Negeri 1 Kalasan, which are 27 students. The data independence of learning and the self-efficacy of the student were obtained through observation sheets, questionnaires and interviews. While the data of students' mathematical problem solving ability was obtained through result learning test. The data obtained through observation was analyzed by looking at the percentage of each aspect of learning independence and self-efficacy. Data obtained through questionnaires was analyzed by calculating the score of each statement, the total score of learning independence and self-efficacy which were obtained by each student, and comparing the total score between questionnaire before learning and after learning. The total score of each student was analyzed based on the criteria of self-efficacy learning qualification and self-efficacy. The data obtained through interviews was transcribed and then described in accordance with student answers. The data obtained through the test was analyzed the exhaustibility of value based on Minimum Criteria of Mastery Learning (KKM) which is equal to 75 and the percentage of mastery learning.

From the research result, it is found that (1) the result of observation shows the independence of students' learning in the third cycle is 69,1% and the result of the questionnaire after the learning is 65,4% which is high quality, so it can be said that the learning independence can be improved through learning by reciprocal approach teaching, (2) the result of observation shows that the self-efficacy of student in cycle III is equal to 67,9% and result of questionnaire after learning is equal to 68,4% which is high enough quality, so can be said that self-efficacy can be improved through learning with reciprocal teaching approach, (3) the result of the test at the end of the learning obtained an average of 84,4 and the percentage of mastery of 81,5% which quality is quite good, so it can be said that student learning outcomes can be improved through learning with reciprocal teaching approach.

**Keywords:** independent learning, self-efficacy, learning outcomes, reciprocal teaching.