

## ABSTRAK

Prastawa, Hanung U. 2022. Implementasi *Lesson Study* melalui Model Pembelajaran *CORE* terhadap Kemampuan Pemecahan Masalah dan *Self-Efficacy* Materi Pola Bilangan Kelas VIII. Skripsi, Program Studi Pendidikan Matematika, Universitas Muhammadiyah Semarang. Pembimbing I. Iswahyudi Joko S, S.Si., M.Pd., II. Martyana Prihaswati, S.Si., M.Pd.

**Kata Kunci:** *Lesson Study*, Pemecahan Masalah, model *CORE*, *Self-efficacy*,

Model pembelajaran ekspositori merupakan salah satu penyebab rendahnya *self-efficacy* dan keaktifan siswa dalam mengikuti pembelajaran, sehingga rendah pula kemampuan pemecahan masalah yang dimiliki siswa. Hal tersebut menyebabkan banyak siswa yang belum mencapai kriteria ketuntasan minimal pada mata pelajaran matematika. Mengimplementasikan *lesson study* model pembelajaran *CORE* (*Connecting, Organizing, Extending, Reflecting*) merupakan salah satu cara untuk mengatasi permasalahan tersebut. Tujuan penelitian ini adalah untuk mengetahui implementasi *lesson study* model pembelajaran *CORE* terhadap kemampuan pemecahan masalah, *self-efficacy* dan keaktifan siswa. *Lesson study* merupakan pengkajian pembelajaran secara kolaboratif dan berkelanjutan untuk memperbaiki proses pembelajaran. *Lesson study* terdiri dari tiga tahap yaitu *plan* (perencanaan), *do* (pelaksanaan), *see* (refleksi). Penelitian ini merupakan penelitian eksperimen, dengan populasi seluruh kelas VIII MTs Negeri 1 Semarang tahun pelajaran 2022/2023. Sampel penelitian yaitu kelas VIII C, VIII D, dan VIII E dengan teknik pengambilan sampel menggunakan *Sampling Purposive*. Variabel bebas dalam penelitian ini adalah *self-efficacy* dan keaktifan, serta variabel terikat yaitu pemecahan masalah. Metode pengumpulan data dalam penelitian ini adalah wawancara, dokumentasi, pengamatan (observasi), angket, tes pemecahan masalah, uji ketuntasan, uji pengaruh, dan uji beda rata-rata. Pelaksanaan *lesson study* dilakukan dua kali dengan tahap *plan* menghasilkan perangkat pembelajaran berupa penggalan silabus, LKPD, *lesson design*, *lesson plan*, dan instrumen penelitian yang meliputi soal pemecahan masalah, angket *self-efficacy*, dan lembar pengamatan keaktifan. Tahap *do* melaksanakan proses pembelajaran *CORE* dan menghasilkan suasana kelas yang hidup, interaktif, serta menarik, sehingga siswa antusias mengikuti proses pembelajaran. Tahap *see* merupakan tahap merefleksi proses pembelajaran yang mendapatkan hasil kemampuan pemecahan masalah siswa meningkat karena *self-efficacy* dan keaktifan siswa saat mengikuti proses pembelajaran dengan model *CORE*. Hasil penelitian ini yaitu siswa dapat mencapai ketuntasan kemampuan pemecahan masalah, secara individual dengan rata-rata nilai 85,56 dan secara klasikal mencapai 90%. Selanjutnya besar pengaruh *self-efficacy* dan keaktifan terhadap kemampuan pemecahan masalah adalah 88,5% sedangkan 11,5% dipengaruhi faktor lain seperti kepercayaan diri dan kedisiplinan siswa. Adanya perbedaan rata-rata kemampuan pemecahan masalah kelas eksperimen dan kelas kontrol dengan rata-rata nilai berturut-turut 85,56 dan 67,1. Sehingga dapat disimpulkan bahwa implementasi *lesson study* model pembelajaran *CORE* efektif, karena nilai kemampuan pemecahan masalah mencapai ketuntasan, terdapat pengaruh *self-efficacy* dan keaktifan terhadap kemampuan pemecahan masalah, serta terdapat perbedaan rata-rata antara kelas eksperimen dengan kelas kontrol. Adapun saran dari penelitian ini yaitu melanjutkan *lesson study* dengan variasi model pembelajaran supaya proses pembelajaran terus membaik, dan melakukan inovasi penelitian lebih lanjut untuk materi dan obyek yang berbeda agar pembelajaran matematika terus berkembang.

## ABSTRACT

Prastawa, Hanung U. 2022. *Implementation of Lesson Study of the CORE Learning Model Towards Students' Problem-solving Skills and Self-Efficacy in Grade VIII of Numeric Patterns material*. Thesis, Mathematics Education Study Program, University of Muhammadiyah Semarang. Advisor I. Iswahyudi Joko S, S.Si., M.Pd., II. Martyana Prihaswati, S.Si., M.Pd.

**Keywords:** Lesson Study, Problem-solving Skills, CORE model, Self-efficacy,

The expository learning model is one of the causes of low self-efficacy and student activity in participating in learning, so that students' problem-solving skills are also low. This causes many students who have not reached the minimum completeness criteria in mathematics. Implementing the CORE (Connecting, Organizing, Extending, Reflecting) learning model in lesson study is one way to overcome these problems. The purpose of this study was to determine the implementation of the CORE learning model lesson study on problem-solving skills, self-efficacy, and student activity. A lesson study is a collaborative and sustainable learning assessment to improve the learning process. Lesson study consists of three stages, namely plan, do, see. This research is an experimental study with the entire population of class VIII MTs Negeri 1 Semarang in the 2022/2023 academic year. The research samples are classed as VIII C, VIII D, and VIII E with a sampling technique using purposive sampling. The independent variables in this study are self-efficacy and activeness, and the dependent variable is problem solving. Data collection methods in this study were interviews, documentation, observations (observations), questionnaires, problem solving tests, completeness tests, influence tests, and average difference tests. The implementation of lesson study was carried out twice, with the plan stage producing learning tools in the form of fragments of the syllabus, LKPD, lesson design, lesson plans, and research instruments, which included problem solving, self-efficacy questionnaires, and activity observation sheets. The do stage carries out the CORE learning process and produces a lively, interactive, and interesting classroom atmosphere, so that students are enthusiastic about participating in the learning process. The see stage is the stage of reflecting on the learning process, which results in increased student problem-solving skills due to self-efficacy and student activity when participating in the learning process with the CORE model. The results of this study show that students can achieve complete problem-solving skills, individually with an average value of 85.56 and classically reaching 90%. Furthermore, the effect of self-efficacy and activeness on problem-solving skills is 88.5%, while 11.5% is influenced by other factors such as self-confidence and student discipline. There is a difference in the average problem-solving ability of the experimental class and the control class, with an average score of 85.56 and 67.1, respectively. So, it can be concluded that the implementation of the CORE learning model lesson study is effective because the value of problem-solving ability reaches completeness, there is an influence of self-efficacy and activity on problem-solving skills, and there is an average difference between the experimental class and the control class. The suggestions from this research are to continue lesson study with variations in learning models so that the learning process continues to improve, and to carry out further research innovations for different materials and objects so that mathematics learning continues to develop.