

## SARI

**Alfiyah, N.** 2017. "Pembelajaran *Student Facilitator and Explaining* Kombinasi *Numbered Head Together* Berkarakter Islami Terhadap Kemampuan Komunikasi Siswi Pokok Bahasan Lingkaran". Skripsi. Pendidikan Matematika. Universitas Islam Sultan Agung. Pembimbing I. M. Abdul Basir, M.Pd., II. Nila Ubaidah, M.Pd.

**Kata Kunci :** *Student Facilitator and Explaining, Numbered Head Together, Karakter Islami, Kemampuan Komunikasi.*

Penelitian ini bertujuan untuk mengetahui aktivitas siswa terhadap kemampuan komunikasi matematika, mengetahui rata-rata kemampuan komunikasi matematika antara siswa yang dikenai pembelajaran *Student Facilitator and Explaining* kombinasi *Numbered Head Together* berkarakter Islami lebih baik dari siswa yang dikenai pembelajaran *Numbered Head Together*, serta mengetahui rata-rata kemampuan komunikasi matematika siswa yang menggunakan pembelajaran *Student Facilitator and Explaining* kombinasi *Numbered Head Together* berkarakter Islami mencapai kriteria ketuntasan minimal yaitu 75.

Penelitian ini merupakan penelitian eksperimen. Sampel penelitian ini diambil dua kelas secara acak yaitu kelas VIII A sebagai kelas eksperimen (menggunakan pembelajaran *Student Facilitator and Explaining* kombinasi *Numbered Head Together* berkarakter Islami) dan kelas VIII B sebagai kelas kontrol (menggunakan pembelajaran *Numbered Head Together*). Pengumpulan data menggunakan metode observasi dan metode tes. Selanjutnya dilakukan uji normalitas dan homogenitas antara kelas eksperimen dan kelas kontrol untuk mengetahui bahwa kedua kelas berdistribusi normal dan berasal dari variansi yang sama atau homogen.

Hasil penelitian menunjukkan, aktivitas belajar siswa diperoleh persentase sebesar 75,07%, pada distribusi t diperoleh nilai sig. aktivitas belajar  $t_{hitung} = 8,391 > t_{tabel} = 1,693$  dengan probabilitas sig.  $0,000 < 0,05$ . Ini berarti variabel aktivitas belajar siswa mempunyai hubungan linear terhadap kemampuan komunikasi matematika. Pengaruh aktivitas belajar siswa terhadap kemampuan komunikasi matematika siswa  $\hat{Y} = 16,958 + 0,790X$  nilai  $F_{hitung} = 70,410 > F_{tabel} = 4,17$  dengan probabilitas sig. sebesar  $0,000 < 0,05$  dan nilai  $R\ square = 0,701 = 70,1\%$  ini berarti 70,1% variasi yang terjadi di dalam Y dapat dijelaskan oleh X melalui model regresi  $\hat{Y} = 16,958 + 0,790X$ , sedangkan 29,9% dipengaruhi variabel lain. Rata-rata kemampuan komunikasi matematika siswa pada kelas eksperimen sebesar 76,41, dan kelas kontrol sebesar 67,22. Pada kelas eksperimen 71,9% siswa tuntas belajar sesuai dengan batas minimal yang telah ditetapkan yaitu 75. Ini berarti rata-rata hasil belajar siswa mencapai kategori baik. Kesimpulan dari penelitian ini adalah penerapan pembelajaran *Student facilitator and Explaining* kombinasi *Numbered head Together* berkarakter Islami dikatakan lebih baik dari pada pembelajaran yang hanya menggunakan pembelajaran *Numbered Head Together*.

## ABSTRACT

**Alfiyah, N.** 2017. "Learning *Student Facilitator and Explaining* Combination *Numbered Head Together* Against Islamic Character Communication Capabilities Highlights Students Circle". Essay. Mathematics education. Sultan Agung Islamic University. Supervisor I M. Abdul Basir, M.Pd., II. Nila Ubaidah, M.Pd.

**Keywords :** *Student Facilitator and Explaining, Numbered Head Together*, the Islamic Character, Communication Ability.

This study aims to determine the activity of students towards mathematics communication ability, determine the average mathematics communication ability between students who are subject to learning *Student Facilitator and Explaining* combination *Numbered Head Together* character Islamic better than students who are subjected to learning *Numbered Head Together*, as well as determine the average mathematical communication skills of students using learning *student Facilitator and Explaining* combination *Numbered Head Together* Islamic character reaches a minimum completeness criteria are 75.

This research is an experimental research. The research sample was taken at random two classes, namely class VIII A as the experimental class (using the Learning *Student Facilitator and Explaining* combination *Numbered Head Together* Islamic character) and VIII B as the control class (using learning *Numbered Head Together*). Data collection using observation method and test method. The next normality and homogeneity tests were performed between the experimental class and control class to know that both classes are normally distribution and come from the same variance or homogeneous.

The results showed that the percentage of students learning activities obtained by 75.07%, the t distribution is obtained sig. learning activities<sub>t</sub> = 8.391 > t<sub>table</sub> = 1.693 with sig probability. 0.000 < 0.05. This means the student activity variables have a linear relationship to mathematics communication skills. The influence of student activity on student mathematical communication skills  $\hat{Y} = 16.958 + 0,790X$  F<sub>count</sub> = 70.410 > F<sub>table</sub> = 4.17 with probability sig. 0.000 < 0.05 and value R-square 0.701 = 70.1% This means that 70.1% of variation in Y explained by X through a regression model  $\hat{Y} = 16.958 + 0,790X$ , while 29.9% are influenced by other variables. The average math student communication skills in the experimental class at 76.41 and 67.22 for the control classes. In the experimental group 71.9% of students pass the study in accordance with a predetermined minimum limit is 75. This means that the average student learning outcomes reached either category. The conclusion of this study is the application of learning *Student facilitator and Explaining* combination *Numbered head Together* Islamic character is said to be better than just learning to use the learning *Numbered Head Together*.