

SARI

Santoso, TB, 2018. Penerapan Pembelajaran *Everyone is a Teacher Here* berbantuan kocok sumpit terhadap kemampuan komunikasi matematika siswa pada pokok bahasan perbandingan.

Kata Kunci: *Everyone is a Teacher Here*, kocok sumpit, komunikasi matematika, perbandingan

Pada pembelajaran matematika di SMP IT PAPB Semarang informasi pada pokok bahasan perbandingan diperoleh bahwa siswa malu bertanya, kurangnya berinteraksi atau kurangnya komunikasi matematika dalam pembelajaran matematika, malu mengajukan pendapat serta penggunaan media jarang digunakan. Selain itu, guru belum menerapkan strategi pembelajaran aktif sehingga tidak ada interaksi antar siswa. Terdapat 14 dari 32 siswa memiliki nilai dibawah KKM pada ulangan harian materi perbandingan.

Rumusan masalah dalam penelitian ini adalah bagaimana desain pembelajaran *everyone is a teacher here* berbantuan kocok sumpit terhadap kemampuan komunikasi matematika siswa.

Metode penelitian yang digunakan dalam penelitian ini adalah metode desain penelitian yang menggunakan analisis kuantitatif. penelitian kuantitatif yang digunakan dalam penelitian ini menggunakan *posttest only control design*

Hasil penelitian menunjukkan bahwa pembelajaran *everyone is a teacher here* berbantuan kocok sumpit terdiri dari enam fase yaitu fase pertama menyampaikan tujuan dan memotivasi siswa, terhadap kemampuan komunikasi matematika siswa, fase kedua menyajikan informasi, fase ketiga Mengorganisasikan siswa ke dalam kelompok-kelompok belajar, fase keempat Membimbing kelompok belajar dan bekerja, fase kelima evaluasi dan fase keenam pemberian penghargaan. Penerapan pembelajaran *everyone is a teacher here* berbantuan kocok sumpit efektif didapatkan bahwa nilai signifikansi tes kemampuan komunikasi matematika sebesar $0,027 < 0.05$.

ABSTRACT

March, 2018. *The Implementation of Learning Everyone is a Teacher Here aided chopsticks on the mathematical communication skills of comparative subjects.*

Keywords: Everyone is a Teacher Here, kocok sumpit, math communication, comparison

The observation at SMP IT PAPB Semarang related to mathematics learning of comparative subject was obtained that the seventh grade students were embarrassed to ask, lack of interaction or lack of mathematical communication in learning mathematics, shy opinion and use of media rarely used. In addition, teachers have not implemented an active learning strategy so there is no interaction between students. the value of learners on the average daily test of learners as many as 14 students from 32 students have a value below the KKM subjects that is 70. This means that 43.75% of learners still have the value under the KKM

The formulation of the problem in this research is how the learning design of everone is a teacher here is shuffled chopsticks to the students 'mathematical communication skills.

The research method used in this research is a research design that uses quantitative. Quantitative research used in this study using posttest only control design

The results show that learning everone is a teacher here is shuffled with chopsticks consisting of six phases, namely the first phase conveys the purpose and motivates the students, the students' mathematical communication skills, the second phase presents the information, the third phase Organizes the students into study groups, the fourth phase Guiding study and work groups, the fifth phase of evaluation and the sixth phase of awarding. Implementation of learning everyone is a teacher here with it was found that the significance of the test of mathematical communication ability was $0.027 < 0.05$