

SARI

Nafisah, Haifa. 2017. Keefektifan Model Pembelajaran *Auditory Intellectually Repetition* dengan Media *Puzzle* Islami terhadap Kemampuan Komunikasi Matematis pada Materi Lingkaran. Universitas Islam Sultan Agung. Pembimbing I. Mochamad Abdul Basir, M.Pd., Pembimbing II. Hevy Risqi Maharani, M.Pd.

Kata Kunci : *Auditory Intellectually Repetition*, *Puzzle* Islami, Kemampuan Komunikasi Matematis.

Kemampuan komunikasi matematis merupakan salah satu kemampuan dasar yang penting untuk menyelesaikan soal kontekstual. Maka sudah selaknya kemampuan tersebut dikembangkan dengan maksimal. Penelitian ini bertujuan untuk mengetahui keefektifan model pembelajaran *Auditory Intellectually Repetition* dengan media *puzzle* Islami terhadap kemampuan komunikasi matematis siswa SMP pada materi lingkaran dengan kriteria: (1) rata-rata kemampuan komunikasi matematis siswa pada model pembelajaran *Auditory, Intellectually, Repetition* dengan media *puzzle* Islami mencapai ketuntasan; (2) rata-rata kemampuan komunikasi matematis siswa pada model pembelajaran *Auditory, Intellectually, Repetition* dengan media *puzzle* Islami lebih dari rata-rata kemampuan komunikasi matematis siswa pada model pembelajaran jigsaw; (3) terdapat pengaruh aktivitas model pembelajaran *Auditory, Intellectually, Repetition* dengan media *puzzle* Islami terhadap kemampuan komunikasi matematis siswa.

Penelitian ini merupakan penelitian kuantitatif eksperimen. Populasi penelitian ini seluruh siswa kelas VIII SMP Hasanuddin 10 Semarang tahun pelajaran 2016/2017. Pengumpulan data penelitian menggunakan metode dokumentasi, metode tes, metode observasi, dan metode wawancara. Pengujian data dengan $\alpha = 5\%$ meliputi uji sampel, uji instrumen tes, dan uji hipotesis penelitian. Penelitian menggunakan uji t satu sampel, uji t dua sampel, dan uji regresi linear sederhana untuk pengujian hipotesis.

Hasil penelitian menunjukkan bahwa keefektifan model pembelajaran *Auditory Intellectually Repetition* dengan media *puzzle* Islami terhadap kemampuan komunikasi matematis adalah: (1) hasil *One sample T Test* diperoleh nilai *mean* sebesar 79,19 dan nilai Sig. (2-tailed) = 0,000 < 0,05 yang berarti rata-rata kemampuan komunikasi matematis siswa mencapai ketuntasan yaitu 72; (2) hasil *Independent T Test* menunjukkan rata-rata kemampuan komunikasi matematis siswa kelas eksperimen sebesar 79,19 lebih baik dari rata-rata kemampuan komunikasi matematis siswa sebesar 73,75 dengan selisih sebesar 5,44; dan (3) hasil uji regresi linear sederhana menunjukkan adanya pengaruh nilai aktivitas siswa terhadap kemampuan komunikasi matematis yaitu sebesar 68,9% dan dapat disajikan dalam model persamaan regresi $\hat{Y} = -35,870 + 1,392x$. Dengan demikian, model pembelajaran *Auditory Intellectually Repetition* dengan media *puzzle* Islami efektif dalam meningkatkan kemampuan komunikasi matematis siswa.

ABSTRACT

Nafisah, Haifa. 2017. *The Effectiveness Learning model of Auditory Intellectually Repetition with Media Islamic Puzzle toward Mathematic Communication Skill on Circle Material. Sultan Agung Islamic University. The first Advisor, Mochammad Abdul Basir, M.Pd., the second advisor Hevy Risqi Maharani, M.Pd.*

Keywords : *Auditory Intellectually Repetition, Islamic puzzle, mathematic communication skill*

Mathematic communication skill is one of the basic skill essential of solving contextual. Then it should have the ability to be developed to the maximum. This research purpose to know about the effectiveness learning model of Auditory Intellectually Repetition with media Islamic puzzle toward mathematic communication skill to the student of Junior High School on circle material with criteria : (1) Averagely mathematic communication skill to the student in Learning model of Auditory Intellectually Repetition with media Islamic puzzle for reach the goals; (2) Averagely mathematic communication skill to the student in Learning model of Auditory Intellectually Repetition with media Islamic puzzle more than Averagely mathematic communication skill to the student in Learning model of Jigsaw; (3) There are the influence of activities in in Learning model of Auditory Intellectually Repetition with media Islamic puzzle toward mathematic communication skill to the student.

This research used experimental quantitative. The population of this research is all of the students class VIII at Junior High School of Hasanuddin 10 Semarang in academic year of 2016/2017. The collecting data techniques were observation, documentation, test and interview. The testing data $\alpha = 5\%$ that include by sample test, instrument test and hypothesis test. This research used T test with one sample, two samples and, linear regressing test for hypothesis examiner.

The results of the effectiveness learning model of auditory intellectually repetition with media Islamic puzzle toward mathematic communication skill on circle material showed: (1) result One sample T Test the obtained mean value of 79,19 and value Sig. (2-tailed) = 0,000 < 0,05 that means the average ability of mathematical communication of students achieving mastery that is 72; (2) the result of Independent T Test show the average ability of mathematical communication of students experiment class 79,19 is better than average ability of mathematical communication of students 73,75 with a different of 5,44; and (3) the result of linear regressing test show the influence of the value of the activity of students to mathematical communication skills that is 68,9% and can be presented in the model regression equation $\hat{Y} = -35,870 + 1,392x$. Therefore the learning model Auditory Intellectually Repetition with media Islamic puzzle is effective for increasing the mathematical communication skills of students.