

ABSTRAK

Sarah Maulida Siahaan, NIM 4193311067 (2023). Pengaruh Model Pembelajaran Kooperatif Tipe *Two Stay Two Stray* (TSTS) Terhadap Kemampuan Komunikasi Matematis Siswa di SMA Negeri 7 Medan.

Berkenaan dengan kurikulum linear programming, tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran kooperatif two stay two stray (TSTS) terhadap kemampuan komunikasi matematis siswa kelas XI IPS-4 SMA Negeri 7 Medan. Seleksi acak dasar dan Desain Kelompok Kontrol Pretest dan Posttest keduanya digunakan dalam penelitian ini. Dalam penelitian ini kelas XI IPS-4 dan XI IPS-2 masing-masing dijadikan sebagai kelompok eksperimen dan kontrol. Baik pretest maupun posttest penyelidikan ini menggunakan alat tes. Tes perenang (untuk normalitas dan homogenitas) dan pengujian hipotesis digunakan dalam prosedur analisis data. Uji Independent Sample T-test digunakan untuk pengujian hipotesis. Data rata-rata pretest dan posttest hasil belajar kelas eksperimen masing-masing adalah 36,87 dan 84,60 dan pada kelas kontrol 35,60 dan 73,80. Berdasarkan uji hipotesis diperoleh bahwa Keterampilan komunikasi matematis siswa kelas XI IPS-4 dipengaruhi oleh sisa teknik pembelajaran kooperatif two stray yang digunakan dalam kurikulum linear programming. Kapasitas siswa dalam menyampaikan konsep matematika mengalami peningkatan berdasarkan data sebelum dan sesudah tes. Peningkatan kemampuan komunikasi matematis sebesar 76,4% terlihat pada siswa pada kelas eksperimen. Sedangkan siswa pada kelompok kontrol meningkat sebesar 60,3%.

Kata Kunci: Pembelajaran Kooperatif *Tipe Two Stay Two Stray*, Kemampuan Komunikasi Matematis

ABSTRACT

Sarah Maulida Siahaan, NIM 4193311067 (2023). The Influence of the Two Stay Two Stray (TSTS) Cooperative Learning Model on Students' Mathematical Communication Ability at SMA Negeri 7 Medan.

The primary objective of this research is to assess the influence of the Two Stay Two Stray (TSTS) cooperative learning model on the mathematical communication skills of students in class XI IPS-4 at SMA Negeri 7 Medan during their linear programming lessons. This research adopted a Pretest and Posttest Control Group Design and employed a simple random sampling approach. The experimental group in this study consisted of class XI IPS-4 students, while class XI IPS-2 served as the control group. A test instrument, which included both a pretest and posttest, was utilized to evaluate the outcomes of this research. Swimmer tests for normality and homogeneity as well as hypothesis testing are used in data analysis procedures. When assessing hypotheses, the Independent Sample t-test is used. The average pretest and posttest learning outcomes data for the experimental class were 36.87 and 84.60 respectively and for the control class 35.60 and 73.80. According to the results of the hypothesis test, the two remain two stray cooperative learning approach had an impact on the class XI IPS-4 students' mathematical communication skills when learning about linear programming. Based on N-Gain, pretest and posttest statistics demonstrate an improvement in students' mathematical communication abilities. Students in the experimental class improved their mathematics communication abilities by 76.4%, whereas those in the control group improved them by 60.3%.

Keywords: Two Stay Two Stray Cooperative Learning, Mathematical Communication Skills