PENGARUH MODEL PEMBELAJARAN *RECIPROCAL TEACHING* TERHADAP PRESTASI BELAJAR MATEMATIKA SISWA KELAS VIII SMP NEGERI 1 SUKAWATI

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ABSTRAK

Tujuan diadakannya penelitian ini ialah guna mengetahui dampak pembelajaran Tujuan diadakannya penelitian ini ialah guna mengetahui dampak pembelajaran *Reciprocal Teaching* pada prestasi belajar matematika siswa. Penelitian ini tergolong ke dalam jenis penelitian eksperimen semu dengan desain penelitian *post-test only control group*. Pelaksanaan penelitian dilakukan pada awal semester genap tahun ajaran 2019/2020 dengan populasi yaitu siswa kelas VIII SMP Negeri 1 Sukawati dan dengan menggunakan teknik *cluster random sampling* didapatkan sampel yaitu siswa kelas VIII D dan siswa kelas VIII E. Prestasi belajar matematika siswa diukur menggunakan tes berbentuk soal uraian di akhir penelitian. Dari hasil analisis prestasi belajar matematika siswa, diperoleh rerata nilai prestasi belajar siswa kelas eksperimen lebih besar dibanding rerata nilai prestasi belajar matematika siswa kelas kontrol dengan rerata nilai prestasi belajar matematika siswa kelas eksperimen sebanyak 68,25 dan rerata nilai prestasi belajar matematika siswa kelas kontrol senilai 60,27. Selanjutnya data prestasi belajar matematika dianalisa memakai uji-t satu ekor. Dari hasil perhitungan, didapat nilai $t_{hitung} = 2{,}397$ dan dengan taraf signifikansi 5% diperoleh nilai $t_{tabel} = t_{(0.05,80)} = 1{,}990$, sehingga sesuai syarat uji $t_{hitung} > t_{tabel}$ sehingga H_0 ditolak. Hal tersebut membuktikan prestasi belajar matematika siswa yang belajarkan dengan menggunakan model pembelajaran *Reciprocal Teaching* lebih tinggi dibanding prestasi belajar matematika siswa yang diajarkan dengan menggunakan pembelajaran konvensional. Maka diperoleh kesimpulan yaitu model pembelajaran *Reciprocal Teaching* berdampak positif pada prestasi belajar matematika siswa.

Kata kunci   : model pembelajaran *Reciprocal Teaching*, pembelajaran konvensional, prestasi belajar matematika.

THE EFFECT OF RECIPROCAL TEACHING LEARNING MODELS ON THE ACHIEVEMENT OF STUDENTS 'MATHEMATICS LEARNING CLASS VIII SMP NEGERI 1 SUKAWATI

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ABSTRACT

The purpose of this research is to see the mathematics learning that is held to investigate the impact of the impact of learning on reciprocal learning on student mathematics learning achievement. This research belongs to the type of experimental research with a post-test only control group research design. The research was carried out at the beginning of the even semester of the 2019/2020 school year with a population of class VIII students of SMP Negeri 1 Sukawati and by using the cluster random sampling technique the samples were obtained, namely students of class VIII D and students of class VIII E. Students' mathematics learning achievement was measured using tests. form of description questions at the end of the study. From the results of the analysis of students' mathematics learning achievement, it was found that the average value of student achievement in the experimental class was greater than the average value of mathematics learning achievement of students in the control class with the average value of mathematics learning achievement of students in the experimental class as much as 68.25 and the average value of mathematics learning achievement of the control class students was 60 , 27. Mathematics learning achievement data in addition to using a one tail t-test. From the calculation results, the value of t count $= 2.397$ and with a significance level of 5%, the value of t table $= t\_((0.05.80)) = 1.990$ is obtained, so that according to the test conditions tcount> ttable so that H_0 is rejected. This proves that the mathematics learning achievement of students who teach using the Reciprocal Teaching learning model is higher than the mathematics learning achievement of students who use conventional learning. So it is found that the reciprocal teaching learning model has a positive impact on students' mathematics learning achievement.

Keywords: Reciprocal Teaching learning model, conventional learning, mathematics learning achievement.