Abstrak

Tujuan penelitian ini adalah mengetahui: (1) hasil belajar kemampuan komunikasi matematis antara model pembelajaran CTL berbantu *3D Blender* dengan model konvensional, (2) apakah peningkatan kemampuan komunikasi matematis siswa antara model pembelajaran CTL berbantu *3D Blender* lebih baik daripada model konvensional, (3) apakah pencapaian kemampuan komunikasi matematis siswa antara model pembelajaran CTL berbantu *3D Blender* lebih baik daripada model konvensional, (4) respon siswa terhadap pemakaian model pembelajaran CTL berbantu *3D Blender*. Metode desain penelitian ini adalah *Nonequivalent Control Group Design*. Pengambilan sampel menggunakan *random sampling*, sehingga diperoleh sampel kelas XII IPA kelas eksperimen dan kelas XII IPA 6 kelas kontrol. Instrumen yang digunakan yaitu tes kemampuan komunikasi matematis dan lembar skala sikap. Hasil penelitian sebagai berikut: (1) Hasil belajar model CTL berbantu *3D Blender* pada kategori baik dan konvensional cukup, (2) peningkatan kemampuan komunikasi matematis mdoel CTL berbantu *3D Blender* tidak lebih baik dari konvensional, (3) pencapaian kemampuan komunikasi matematis mdoel CTL berbantu *3D Blender* lebih baik dari konvensional (4) Model pembelajaran CTL berbantuan *3D Blender* memiliki respon yang baik.

Kata kunci: *Contextual Teaching Learning, 3D Blender,* Kemampuan Komunikasi Matematika

Abstract

The purpose of this study was to find out: (1) the learning outcomes of mathematical communication skills between the Blender 3D-assisted CTL learning model and the conventional model, (2) whether the increase in students' mathematical communication skills between the Blender 3D-assisted CTL learning model is better than the conventional model, (3) whether the achievement of students' mathematical communication skills between the Blender 3D assisted CTL learning model is better than the conventional model, (4) student responses to the use of the Blender 3D assisted CTL learning model. This research design method is Nonequivalent Control Group Design. Sampling used random sampling, in order to obtain a sample of class XII IPA experimental class and class XII IPA 6 control class. The instruments used were tests of mathematical communication skills and attitude scale sheets. The results of the study are as follows: (1) The learning outcofmes of the 3D Blender-assisted CTL model are in the good and conventional enough categories, (2) the improvement of mathematical communication skills using the 3D Blender-assisted CTL model is not better than conventional, (3) the achievement of mathematical communication skills with the assisted CTL model 3D Blender is better than conventional (4) The 3D Blender-assisted CTL learning model has a good response.

Keywords: *Contextual Teaching Learning, 3D Blender, Mathematic Communication Skill*