

ABSTRACT

The Effect of Auditory, Intellectually, Repetition (AIR) Learning Models on Mathematics Learning Activities and Outcomes of Class VII MTs Al Ihsan Jaddung in the Academic Year 2019/2020: 2020. Moh. Gufron.

Keywords: auditory learning model, intellectually, repetition (AIR) mathematics learning activities, mathematics learning outcomes.

In learning mathematics, there are several methods or ways that are continuously being developed. the goal is to improve student learning outcomes in mathematics learning. Therefore, the teacher must have the right way so that the goals that have been set are achieved. One way is to use the right learning model. The Auditory, Intellectually, Repetition (AIR) learning model in this study is a way that can train students to be active and creative in learning.

This study aims to determine whether there is an effect of the auditory, intellectually, repetition (AIR) learning model on the activities and mathematics learning outcomes of class VII students of MTs Al Ihsan Jaddung 2019/2020 Academic Year. The sampling technique used was simple random sampling. The research sample was class VII MTs as many as 23 students.

Data collection techniques using observations and tests, mathematics learning outcomes. While the data analysis test used was statistical analysis using the N-gain test and t test. Hypothesis testing with the t test shows that the value of t count is 3.536 while in the table the value of t table is 1.717 at a significant level of 0.05 and degrees of freedom of 22, so that the value of t is more than t table. This shows that H_0 is rejected and H_a is accepted. Thus it can be concluded that there is an effect of the Auditory, Intellectually, Repetition (AIR) learning model on the mathematics learning outcomes of grade VII students of MTs Al Ihsan Jaddung in the 2019/2020 academic year. The average percentage of students' mathematics learning activities at the first meeting was 59.13 and the percentage of students' mathematics learning activities at the second meeting was 69.56. This shows an increase in the percentage of the mathematics learning activity score of 10.43.