

ABSTRAK

PENGARUH MODEL *GUIDED DISCOVERY LEARNING* TERHADAP KEMAMPUAN KOMUNIKASI MATEMATIS SISWA (Studi pada siswa kelas VIII SMP Negeri 32 Bandar Lampung Semester Ganjil Tahun Pelajaran 2025/2026)

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Penelitian ini bertujuan untuk mengetahui pengaruh model *guided discovery learning* terhadap kemampuan komunikasi matematis siswa. Penelitian ini merupakan penelitian kuantitatif dengan desain *posttest only control group design*. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri 32 Bandar Lampung semester ganjil tahun pelajaran 2025/2026 yang terdiri atas sembilan kelas. Sampel penelitian dipilih menggunakan teknik *cluster random sampling*, sehingga terpilih kelas VIII E sebagai kelas eksperimen dan kelas VIII G sebagai kelas kontrol. Data penelitian diperoleh melalui tes kemampuan komunikasi matematis. Berdasarkan hasil analisis data menggunakan uji *Mann-Whitney U*, diperoleh bahwa kemampuan komunikasi matematis siswa yang mengikuti pembelajaran dengan model *guided discovery* lebih tinggi dibandingkan siswa yang mengikuti pembelajaran konvensional. Dengan demikian, model *guided discovery learning* berpengaruh terhadap kemampuan komunikasi matematis siswa.

Kata kunci: *guided discovery learning*, kemampuan komunikasi matematis

ABSTRACT

THE EFFECT OF THE GUIDED DISCOVERY LEARNING MODEL ON STUDENTS' MATHEMATICAL COMMUNICATION SKILLS (Study on VIII grade students at SMP Negeri 32 Bandar Lampung in the Odd Semester of 2025/2026 Academic Year)

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This study aims to determine the effect of the guided discovery learning model on students' mathematical communication skills. This study is a quantitative study with a posttest only control group design. The study population was all eighth grade students at SMP Negeri 32 Bandar Lampung in the odd semester of the 2025/2026 academic year at SMP Negeri 32 Bandar Lampung in the odd semester of the 2025/2026 academic year, which consists of nine classes. The research sample was selected using cluster random sampling, so that class VIII E was selected as the experimental class and class VIII G as the control class. Research data was obtained through a mathematical communication skills test. Based on the results of data analysis using the Mann–Whitney U test, it was found that the mathematical communication skills of students who participated in learning with the guided discovery model were higher than those of students who participated in conventional learning. Thus, the guided discovery learning model has an effect on students' mathematical communication skills.

Keywords: *guided discovery learning, mathematical communication skills*