ABSTRAK

Ahmad Noval Hikami, 1212050009, 2025, "Penerapan Model Pembelajaran *Peer-Led Guided Inquiry* (PLGI) Melalui Media *Board Game Do It Yourself* (DIY) Untuk Meningkatkan Pemahaman Masalah Matematis dan *Curiosity* Matematis Siswa"

Kemampuan pemahaman masalah matematis dan *curiosity* matematis siswa menjadi salah satu yang harus dimiliki siswa dalam pembelajaran matematika. Model pembelajaran PLGI melalui media *board game* DIY menjadi alternaitf untuk meningkatkan pemahaman masalah masalah matematis dan menumbuhkan *curiosity* matematis siswa. Tujuan penelitian ini: (a) Untuk mendeskripsikan lintasan proses pembelajaran PLGI melalui media *board game* DIY dalam meningkatkan kemampuan pemahaman matematis siswa; (b) Untuk menganalisis perbedaan peningkatan kemampuan pemahaman matematis antara siswa yang melaksanakan pembelajaran PLGI melalui media *board game* DIY dengan konvensional; (c) Untuk mengetahui *Curiosity* matematis siswa yang telah melaksanakan pembelajaran PLGI melalui media *board game* DIY dan pembelajaran konvensional. Penelitian ini menggunakan metode kuasi eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas X MAN 2 Kota Bandung Semester Genap Tahun Pelajaran 2024/2025. Pengambilan sampel penelitian ini menggunakan teknik *random sampling*. Penelitian ini menggunakan instrumen tes dan nontes. Instrumen dalam penelitian ini adalah instrumen tes berupa soal uraian dan instrumen nontes berupa lembar observasi guru dan siswa dan lembar angket *curiosity* matematis siswa. Hasil penelitian ini, yaitu: (a) Lintasan proses pembelajaran PLGI melalui media *board game* DIY termasuk dalam kategori "baik sekali"; (b) Terdapat perbedaan peningkatan kemampuan pemahaman masalah matematis siswa di kelas eksperimen dengan siswa yang menggunakan pembelajaran konvensional; (c) *Curiosity* matematis siswa di kelas eksperimen menunjukkan sikap positif dan baik; (d) *Curiosity* matematis siswa yang menggunakan model pembelajaran konvensional menunjukkan sikap positif dan sedang.

Kata kunci: *Board Game Do It Yourself*, *Curiosity* Matematis, Kemampuan Pemahaman Masalah Matematis, *Peer-Led Guided Inquiry*

ABSTRACT

Ahmad Noval Hikami, 1212050009, 2025, *"Application of Peer-Led Guided Inquiry* (PLGI) *Learning Model Through Do It Yourself* (DIY) *Board Game Media to Improve Students' Mathematical Problem Understanding and Mathematical Curiosity"*

Mathematical problem-solving skills and mathematical curiosity are among the essential skills students must possess in mathematics education. The PLGI learning model through DIY board games serves as an alternative to enhance mathematical problem-solving skills and foster mathematical curiosity among students. The objectives of this study are: (a) To describe the learning process of PLGI through DIY board games in enhancing students' mathematical problem-solving skills; (b) To analyze the differences in the improvement of mathematical problem-solving skills between students who underwent PLGI learning through DIY board games and those who DIY board games and conventional methods; (c) To determine the mathematical curiosity of students who have undergone PLGI learning through DIY board games and conventional learning. This study uses a quasi-experimental method. The population in this study consists of all 10th-grade students at MAN 2 Kota Bandung in the second semester of the 2024/2025 academic year. The sample for this study was selected using random sampling. This study utilized test and non-test instruments. The instruments in this study were test instruments in the form of essay questions and non-test instruments in the form of teacher and student observation sheets and student mathematical curiosity questionnaires. The results of this study are as follows: (a) The learning process trajectory of PLGI through DIY board game media is categorized as "very good"; (b) There is a difference in the improvement of students' mathematical problem-solving abilities between the experimental class and students using conventional learning; (c) Mathematical curiosity among students in the experimental class shows positive and good attitudes; (d) Mathematical curiosity among students using the conventional learning model shows positive and moderate attitudes.

Keywords: *Mathematical Problem Understanding Ability, Peer-Led Guided Inquiry, Do It Yourself Board Game, Mathematical Curiosity*