

ABSTRAK

Restiana Agustin, “Metode Kumon berbantuan *Google Classroom* untuk Meningkatkan Pemahaman Konsep Matematis dan *Self Regulated Learning* Siswa”

Metode Kumon menekankan latihan bertahap dan penguatan konsep-konsep dasar dalam mengembangkan pemahaman matematika. *Google Classroom* efektif sebagai media pendukung untuk membagikan materi, pengumpulan tugas. Namun, secara empiris, siswa mengalami kesulitan dalam memahami kemampuan tersebut. Penelitian ini bertujuan untuk mengetahui apakah pembelajaran metode kumon berbantuan *Google Classroom* dapat meningkatkan pemahaman konsep matematis dan *Self Regulated Learning*. Metode penelitian yang digunakan adalah *Quasi Eksperiment* dengan sampel penelitian sebanyak tiga kelas di kelas IX SMPN 51 Bandung. Penentuan sampel tersebut ditentukan melalui *purposive sampling*. Teknik pengumpulan data yang digunakan melalui lembar validasi, *assessment authentic*, lembar observasi aktivitas guru dan siswa, *pretest*, *posttest*, *pre*-angket dan *post*-angket. Hasil penelitian sebagai berikut: (a) Desain pembelajaran dengan metode kumon berbantuan *Google Classroom* dapat meningkatkan pemahaman konsep matematis siswa, (b) Lintasan proses pembelajaran antara siswa yang belajar dengan Metode Kumon berbantuan *Google Classroom* dan Metode Kumon berjalan dengan sangat baik, (c) Terdapat perbedaan peningkatan kemampuan pemahaman konsep matematis antara siswa dengan pembelajaran Metode Kumon berbantuan *Google Classroom*, pembelajaran Metode Kumon, dan pembelajaran konvensional, (d) Terdapat perbedaan pencapaian kemampuan pemahaman konsep matematis berdasarkan gender (laki-laki dan perempuan), (e) Tidak terdapat perbedaan peningkatan *self regulated learning*, (f) Hambatan dan kesulitan siswa yaitu pada indikator menyatakan ulang konsep secara verbal.

Kata Kunci : Metode Kumon, *Google Classroom*, Kemampuan Pemahaman Konsep Matematis, *Self Regulated Learning*.

ABSTRACT

Restiana Agustin, “Kumon Method assisted by Google Classroom to Improve Students' Understanding of Mathematical Concepts and Self-Regulated Learning”.

The Kumon method emphasizes gradual practice and reinforcement of basic concepts in developing mathematical understanding. Google Classroom is effective as a supporting medium for sharing materials and submitting assignments. However, empirically, students experience difficulties in understanding these skills. This study aims to determine whether learning the Kumon method assisted by Google Classroom can improve understanding of mathematical concepts and Self-Regulated Learning. The research method used is Quasi Experiment with a research sample of three classes in grade IX SMPN 51 Bandung. The sample determination was determined through purposive sampling. Data collection techniques used were validation sheets, authentic assessment, observation sheets of teacher and student activities, pretest, posttest, pre-questionnaire and post-questionnaire. The results of the study are as follows: (a) Learning design with the Kumon method assisted by Google Classroom can improve students' understanding of mathematical concepts, (b) The learning process trajectory between students who learn with the Kumon Method assisted by Google Classroom and the Kumon Method runs very well, (c) There is a difference in improving the ability to understand mathematical concepts between students with Kumon Method learning assisted by Google Classroom, Kumon Method learning, and conventional learning, (d) There is a difference in achieving the ability to understand mathematical concepts based on gender (male and female), (e) There is no difference in improving self-regulated learning, (f) Students' obstacles and difficulties are in the indicator of restating concepts verbally.

Keywords: Kumon Method, Google Classroom, Mathematical Concept Understanding, Self Regulated Learning