ABSTRAK

Rahmadani, "Pembelajaran *Deep learning* dengan *Game* Edukasi Digital *Deep learning* untuk Meningkatkan Pemahaman Konsep Matematis dan *Curiosity* Siswa"

Deep learning berbasis *meaningful, mindful*, dan *joyful learning* meningkatkan mutu pembelajaran lewat partisipasi aktif, refleksi, relevansi materi, dan pengalaman belajar yang menyenangkan. Namun sebagian siswa masih mengalami kesulitan dalam memahami konsep tersebut. Penelitian bertujuan untuk menaganalisis pemahaman konsep matematis siswa melalui pembelajaran *Deep learning* berdasarkan gender. Metode penelitian *quasi eksperimen* melibatkan tiga kelas, salah satu SMA di kota Tangerang, terdiri dari kelas X-H sebagai kelas eksperimen I dengan pembelajaran *deep learnig* dengan *Game* edukasi digital *Deep learning*, kelas X-J sebagai kelas eksperimen II dengan pembelajaran *deep learnig*, dan kelas X-I sebagai kelas kontrol pembelajaran konvensional. Instrumen tes kemampuan pemahaman konsep matematis, observasi, dan dokumentasi. Hasil penelitian ini sebagai berikut: (a) Peningkatan kemampuan pemahaman konsep matematis siswa pada kelas eksperimen I dan II lebih baik daripada siswa di kelas kontrol; (b) Tidak adanya perbedaan pencapaian kemampuan pemahaman konsep matematis siswa perempuan dan laki-laki, baik itu dikelas eksperimen maupun kelas kontrol; (c) Terdapat perbedaan peningkatan *Curiosity* siswa pada pembelajaran matematika sebelum dan sesudah menggunakan pembelajaran *Deep learning* dengan *Game* edukasi digital *Deep learning*. Pembelajaran *Deep learning* membantu pendidik dan siswa mengkonstruksi konsep abstrak melalui media, menyelesaikan masalah non-rutin, serta mendorong aktivitas belajar tinggi, terutama bagi siswa dengan gaya belajar auditori, kinestetik, dan visual.

Kata Kunci: *Curiosity, Deep learning,* Pemahaman Konsep Matematis, *Deep learning*

ABSTRACT

Rahmadani, *"Deep learning with Deep learning Digital Educational Games to Improve Students' Understanding of Mathematical Concepts and Curiosity"*

Deep learning based on meaningful, mindful, and joyful learning improves the quality of learning through active participation, reflection, relevance of the material, and enjoyable learning experiences. However, some students still have difficulty in understanding the concept. The study aims to analyze students' mathematical concept understanding abilities through Deep learning based on gender. The quasi-experimental research method involved three classes, one of the high schools in Tangerang city, consisting of class X-H as the experimental class I with Deep learning learning with the digital educational Game Deep learning, class X-J as the experimental class II with Deep learning learning, and class X-I as the conventional learning control class. The test instruments were mathematical concept understanding abilities, observation, and documentation. The results of this study are as follows: (a) The increase in students' mathematical concept understanding abilities in experimental classes I and II is better than students in the control class; (b) There is no difference in the achievement of mathematical concept understanding abilities of female and male students, both in the experimental class and the control class; (c) There is a difference in the increase in students' Curiosity in mathematics learning before and after using Deep learning learning with the digital educational Game Deep learning. Deep learning helps educators and students construct abstract concepts through media, solve non-routine problems, and encourage high learning activities, especially for students with auditory, kinesthetic, and visual learning styles.

Keywords: Curiosity, Deep learning, Mathematical Concept Understanding, Deep learning