

ABSTRAK

Khaila Nazwa Nurrahma, 1212050086 (2026) “Pengaruh Model Pembelajaran PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) Terhadap Kemampuan Pemahaman Matematis dan *Self Regulated Learning* Siswa”

Berdasarkan penelitian terdahulu yang menunjukkan kemampuan pemahaman matematis dan *self regulated learning* matematis siswa SMP dalam pembelajaran matematika perlu ditingkatkan sesuai dengan indikatornya. Penelitian ini bertujuan untuk menguji keterlaksanaan model pembelajaran PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) serta menganalisis efektivitasnya terhadap peningkatan kemampuan pemahaman matematis dan *self regulated learning* matematis siswa. Metode penelitian yang digunakan adalah kuasi-eksperimen dengan desain *pretest-posttest*. Populasi pada penelitian ini adalah 11 kelas VII salah satu SMP Negeri di Cileunyi dengan 2 kelas sebagai sampelnya. Instrumen yang digunakan terdiri dari instrumen tes yang validitas tiap soalnya sedang hingga tinggi dengan reliabilitas sedang untuk mengukur kemampuan pemahaman matematis dan instrumen non-tes yang telah divalidasi oleh ahli untuk mengukur *self regulated learning* matematis. Hasil temuan menunjukkan bahwa keterlaksanaan pembelajaran PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) berada dalam kategori sangat baik. Peningkatan kemampuan pemahaman matematis peserta didik yang menggunakan model pembelajaran PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) lebih baik daripada peserta didik yang menggunakan model pembelajaran konvensional. Hasil penelitian menunjukkan bahwa tidak terdapat pengaruh interaksi antara *self regulated learning* dan model pembelajaran PDEODE terhadap kemampuan pemahaman matematis, sehingga keduanya berpengaruh secara terpisah, *self regulated learning* matematis siswa di kelas eksperimen menunjukkan sikap yang positif.

Kata Kunci : PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*), Kemampuan Pemahaman Matematis, *Self Regulated Learning*

ABSTRACT

Khaila Nazwa Nurrahma, 1212050086 (2026) “Pengaruh Model Pembelajaran PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) Terhadap Kemampuan Pemahaman Matematis dan *Self Regulated Learning* Siswa”

*Based on previous research that shows the ability of mathematical understanding and self regulated learning of junior high school students in mathematics learning needs to be improved according to the indicators. This study aims to test the implementation of the PDEODE learning model (*Predict, Discuss, Explain, Observe, Discuss, Explain*) and analyze its effectiveness in improving students mathematical understanding and self regulated learning. The research method used is a quasi-experimental with a pretest-posttest design. The population in this study was 11 grade VII students of one of the public junior high schools in Cileunyi with 2 classes as samples. The instruments used consisted of test instruments with moderate to high validity for each question with moderate reliability to measure mathematical understanding abilities and non-test instruments that have been validated by experts to measure mathematical self-regulated learning. The findings show that the implementation of PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) learning is in the very good category. The improvement in students mathematical understanding abilities using the PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*) learning model is better than students using conventional learning models. The results of the study indicate that there is no interaction effect between self-regulated learning and the PDEODE learning model on mathematical understanding abilities, so that both have a separate effect, students mathematical self-regulated learning in the experimental class shows a positive attitude.*

Keywords: *PDEODE (*Predict, Discuss, Explain, Observe, Discuss, Explain*), Mathematical Comprehension Ability, Self Regulated Learning*