ABSTRAK

Meidina Purnama Putri (2026). "Penerapan Model Pembelajaran *Partner Switch* Berbantuan Aplikasi *Symbolab* untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis dan Kemandirian Belajar Siswa"

Penelitian ini dilatar belakangi oleh kurangnya kemampuan pemahaman konsep matematis dan kemandirian belajar siswa. Salah satu cara untuk meningkatkan kemampuan pemahaman konsep matematis dan kemandirian belajar siswa yaitu dengan menerapkan model pembelajaran *Partner Switch* berbantuan *Symbolab*. Adapun penelitian ini bertujuan untuk membantu meningkatkan kemampuan pemahaman konsep matematis dan kemandirian belajar siswa menggunakan model pembelajaran *Partner Switch* berbantuan *Symbolab*. Metode penelitian yang digunakan adalah *quasi experiment* dengan populasi seluruh peserta didik kelas VIII di salah satu SMP di Kota Bandung tahun ajaran 2024/2025 dan sampel terdiri dari dua kelas yaitu kelas VIII-D dan kelas VIII-E. Instrumen penelitian meliputi tes kemampuan pemahaman konsep matematis yang telah diuji validitas dan reliabilitasnya, lembar observasi aktivitas guru dan siswa, serta angket kemandirian belajar yang telah divalidasi ahli. Data kemampuan pemahaman konsep matematis diolah menggunakan uji *t-independent*, sedangkan data lembar observasi dan angket kemandirian belajar siswa dianalisis secara deskriptif. Hasil penelitian menunjukkan keterlaksanaan pembelajaran matematika pada aktivitas guru dan siswa termasuk dalam kategori baik sekali dan terdapat perbedaan peningkatan kemampuan pemahaman konsep matematis antara siswa kelas eksperimen dan siswa kelas kontrol, serta kemandirian belajar siswa menunjukkan respon yang positif. Dengan demikian pembelajaran *Partner Switch* berbantuan aplikasi *Symbolab* layak digunakan sebagai alternatif model dalam pembelajaran matematika.

Kata kunci: Kemampuan Pemahaman Konsep, *Partner Switch*, Kemandirian Belajar Siswa

ABSTRACT

Meidina Purnama Putri (2026). *"Implementation of the Partner Switch Learning Model Assisted by the Symbolab Application to Improve Students' Mathematical Concept Understanding and Learning Independence"*

This research is motivated by the lack of mathematical concept understanding ability and students' learning independence. One way to improve students' mathematical concept understanding ability and learning independence is by implementing the Partner Switch learning model assisted by Symbolab. This research aims to help improve students' mathematical concept understanding ability and learning independence using the Partner Switch learning model assisted by Symbolab. The research method used is a quasi-experiment with a population of all eighth grade students in one of the junior high schools in Bandung City in the 2024/2025 academic year and a sample consisting of two classes, namely class VIII-D and class VIII-E. The research instruments include a mathematical concept understanding ability test that has been tested for validity and reliability, observation sheets of teacher and student activities, and a learning independence questionnaire that has been validated by experts. Data on mathematical concept understanding ability were processed using an independent t-test, while data from the observation sheets and student learning independence questionnaires were analyzed descriptively. The results of the study showed that the implementation of mathematics learning in teacher and student activities was included in the very good category and there was a difference in the increase in the ability to understand mathematical concepts between students in the experimental class and students in the control class, and student learning independence showed a positive response. Thus, Partner Switch learning assisted by the Symbolab application is worthy of being used as an alternative model in mathematics learning.

Keywords: Conceptual Understanding Ability, Partner Switch, Student Learning Independence