

## ABSTRAK

**Sani Fauziyati Arista, 1222050145 (2026). “Komparasi Kemampuan Komunikasi Matematis Peserta Didik Ditinjau dari Penggunaan Platform Asesmen Formatif Digital Interaktif dan Non-Interaktif”**

Kemampuan komunikasi matematis peserta didik SMP masih menjadi permasalahan yang perlu mendapat perhatian, khususnya dalam merepresentasikan masalah matematis, menggunakan simbol secara tepat, dan menyusun langkah penyelesaian secara sistematis, sehingga diperlukan kajian empiris mengenai peran platform asesmen formatif digital dalam mendukungnya. Penelitian ini bertujuan membandingkan kemampuan komunikasi matematis berdasarkan jenis platform, menganalisis perbedaan peningkatannya, serta mendeskripsikan *self-efficacy* peserta didik setelah perlakuan. Penelitian menggunakan pendekatan kuantitatif desain kuasi eksperimen terhadap 57 peserta didik kelas VII SMPN 50 Bandung, terbagi menjadi kelas eksperimen 1 (30 peserta didik, *Wayground*) dan kelas eksperimen 2 (27 peserta didik, Google Forms) melalui *simple random sampling*, dengan instrumen tes komunikasi matematis dan angket *self-efficacy*, dianalisis menggunakan statistik deskriptif, *N-Gain*, dan Uji Mann-Whitney. Hasil menunjukkan rata-rata *posttest* kelas eksperimen 1 (81,94) lebih tinggi dari kelas eksperimen 2 (69,94), dengan *N-Gain* masing-masing 0,72 (tinggi) dan 0,56 (sedang), serta perbedaan peningkatan yang signifikan. *Self-efficacy* kedua kelas berkategori positif. Platform interaktif menghasilkan capaian lebih tinggi dibanding platform non-interaktif, sementara keduanya sama-sama menunjukkan *self-efficacy* positif peserta didik.

**Kata Kunci:** Komunikasi matematis, Asesmen formatif digital, Platform interaktif, Platform non-interaktif.

## **ABSTRACT**

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*The mathematical communication skills of junior high school students remain an issue that requires attention, particularly in representing mathematical problems, using symbols appropriately, and systematically formulating solution steps; therefore, an empirical study is needed on the role of digital formative assessment platforms in supporting these skills. This study aims to compare mathematical communication skills based on platform type, analyze differences in their improvement, and describe students' self-efficacy after the intervention. The study employed a quantitative quasi-experimental design involving 57 seventh-grade students at SMPN 50 Bandung, divided into Experimental Class 1 (30 students, Wayground) and Experimental Class 2 (27 students, Google Forms) through simple random sampling. Data were collected using a mathematical communication test and a self-efficacy questionnaire and analyzed using descriptive statistics, N-Gain, and the Mann-Whitney U test. The results showed that the average posttest score for Experimental Class 1 (81.94) was higher than that of Experimental Class 2 (69.94), with N-Gain values of 0.72 (high) and 0.56 (moderate), respectively, and a significant difference in improvement. Self-efficacy in both classes was categorized as positive. The interactive platform yielded higher achievement than the non-interactive platform, while both platforms resulted in positive self-efficacy among the students.*

**Keywords:** *Mathematical communication, Digital formative assessment, Interactive platform, Non-interactive platform.*