ABSTRAK

Wini Cahyawati, 1222050176, 2026. "Pembelajaran Model *Interactive Conceptual Instruction* (ICI) Berbantuan *QuizWhizzer* untuk Meningkatkan Kemampuan Berpikir Reflektif Matematis Siswa"

Penelitian ini dilatarbelakangi oleh kemampuan berpikir reflektif matematis siswa yang masih perlu ditingkatkan. Model *Interactive Conceptual Instruction* (ICI) berbantuan *QuizWhizzer* menjadi salah satu alternatif untuk meningkatkan kemampuan tersebut. Tujuan penelitian ini untuk mengetahui: (a) keterlaksanaan sintaks pembelajaran ICI berbantuan *QuizWhizzer*, (b) peningkatan kemampuan berpikir reflektif matematis siswa dengan model ICI berbantuan *QuizWhizzer*, dan (c) respon siswa terhadap pembelajaran ICI berbantuan *QuizWhizzer*. Penelitian ini menggunakan metode *Quasi Experiment* dengan desain *Nonequivalent Control Group Design*. Populasi penelitian mencakup seluruh siswa kelas VIII di salah satu sekolah di Kota Bandung. Sampel penelitian terdiri atas kelas VIII E sebagai kelas eksperimen dan kelas VIII C sebagai kelas kontrol, masing-masing berjumlah 28 siswa. Teknik pengumpulan data dilakukan melalui tes kemampuan berpikir reflektif matematis, lembar observasi keterlaksanaan aktivitas guru dan siswa, angket respon siswa, serta dokumentasi. Hasil penelitian menunjukkan bahwa: (a) keterlaksanaan sintaks pembelajaran ICI berbantuan *QuizWhizzer* berada pada kategori sangat baik, (b) peningkatan kemampuan berpikir reflektif matematis siswa dengan model ICI berbantuan *QuizWhizzer* lebih baik dibandingkan siswa dengan pembelajaran konvensional, (c) respon siswa terhadap pembelajaran ICI berbantuan *QuizWhizzer* menunjukkan kategori positif.

Kata Kunci: *Interactive Conceptual Instruction* (ICI), Kemampuan Berpikir Reflektif Matematis, *QuizWhizzer*

ABSTRACT

Wini Cahyawati, 1222050176, 2026. "*Learning Interactive Conceptual Instruction (ICI) Model Assisted by QuizWhizzer to Improve Students' Mathematical Reflective Thinking Skills*"

This study was motivated by the need to improve students' mathematical reflective thinking ability. The Interactive Conceptual Instruction (ICI) model assisted by QuizWhizzer was applied as an alternative approach to enhance this ability. The study aimed to examine: (a) the implementation of the ICI learning syntax assisted by QuizWhizzer, (b) the improvement in students' mathematical reflective thinking ability through this model, and (c) students' responses to the learning process. A Quasi-Experimental method with a Nonequivalent Control Group Design was employed. The population comprised all eighth-grade students at a school in Bandung City, with class VIII E (28 students) as the experimental group and class VIII C (28 students) as the control group. Data were collected through a mathematical reflective thinking test, observation sheets on teacher and student activities, a student response questionnaire, and documentation. The results showed that the implementation of the ICI syntax assisted by QuizWhizzer fell into the very good category, the improvement in students' reflective thinking ability was significantly better than that achieved through conventional learning, and students' responses to the learning process were categorized as positive.

Keywords: *Interactive Conceptual Instruction (ICI), Mathematical Reflective Thinking Skills, QuizWhizzer*