

ABSTRAK

Firyal Aulia Nurul Latifah, 1222050048, 2026, “Penerapan Model Pembelajaran Kontekstual Berbantuan Komik Digital untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis dan *Self-Regulated Learning* Siswa”

Penelitian ini dilatarbelakangi oleh kemampuan pemahaman konsep matematis siswa yang masih perlu ditingkatkan, didukung oleh hasil studi pendahuluan. Model kontekstual menjadi alternatif untuk meningkatkan kemampuan pemahaman konsep matematis dan *self-regulated learning* siswa karena siswa didorong untuk membangun pemahaman konsep matematika secara mandiri melalui permasalahan di kehidupan nyata. Tujuan dari penelitian ini untuk mengetahui: (a) Sintaks model pembelajaran kontekstual berbantuan komik digital, (b) Peningkatan kemampuan pemahaman konsep matematis siswa yang menggunakan model pembelajaran kontekstual berbantuan komik digital, dan (c) Peningkatan *self-regulated learning* siswa yang menggunakan model pembelajaran kontekstual berbantuan komik digital. Penelitian ini menggunakan metode *Quasi Experiment* dengan desain *Non-Equivalent Control Group Design*. Instrumen yang digunakan berupa lembar observasi keterlaksanaan aktivitas guru dan siswa, tes pemahaman konsep matematis, lembar angket *self-regulated learning*, dan dokumentasi. Hasil dari penelitian ini yaitu: (a) Sintaks kegiatan pembelajaran dikategorikan sangat baik, (b) Peningkatan kemampuan pemahaman konsep matematis siswa yang menggunakan model pembelajaran kontekstual berbantuan komik digital lebih baik daripada siswa yang menggunakan pembelajaran konvensional, (c) Peningkatan *self-regulated learning* siswa yang menggunakan model pembelajaran kontekstual berbantuan komik digital lebih baik daripada siswa yang menggunakan pembelajaran konvensional.

Kata kunci: Kemampuan Pemahaman Konsep Matematis, Model Pembelajaran Kontekstual, *Self-Regulated Learning*.

ABSTRACT

Firyal Aulia Nurul Latifah, 1222050048, 2026, “Application of Contextual Learning Models Assisted by Digital Comics to Improve Students' Ability to Understand Mathematical Concepts and Self-Regulated Learning”

This research is motivated by students' ability to understand mathematical concepts which still needs to be improved, supported by the results of a preliminary study. The contextual model is an alternative for improving students' ability to understand mathematical concepts and self-regulated learning because students are encouraged to build understanding of mathematical concepts independently through real-life problems. The aim of this research is to determine: (a) The syntax of the contextual learning model assisted by digital comics, (b) Increasing the ability to understand mathematical concepts of students who use the contextual learning model assisted by digital comics, and (c) Increasing the self-regulated learning of students who use the contextual learning model assisted by digital comics. This research uses the Quasi Experiment method with a Non-Equivalent Control Group Design. The instruments used were observation sheets on the implementation of teacher and student activities, mathematical concept understanding tests, self-regulated learning questionnaire sheets, and documentation. The results of this research are: (a) The syntax of learning activities is categorized as very good, (b) The increase in the ability to understand mathematical concepts of students who use the contextual learning model assisted by digital comics is better than students who use conventional learning, (c) The increase in self-regulated learning of students who use the contextual learning model assisted by digital comics is better than students who use conventional learning.

Keywords: Ability to Understand Mathematical Concepts, Contextual Learning Model, Self-Regulated Learning.