

ABSTRAK

Nisrina Nurul Husna, 1222050109 (2026) “Penerapan *Small Group Discussion* Berbantuan *Quizalize* Untuk Meningkatkan Kemampuan Pemahaman Konsep dan *Self-Confidence* Matematis Siswa”

Kemampuan pemahaman konsep matematis dan *self-confidence* matematis siswa perlu ditingkatkan karena keduanya berperan penting dalam keberhasilan pembelajaran matematika. Penelitian ini bertujuan mendeskripsikan keterlaksanaan pembelajaran *Small Group Discussion* (SGD) berbantuan *Quizalize*, menganalisis perbedaan peningkatan kemampuan pemahaman konsep matematis antara siswa yang memperoleh pembelajaran SGD berbantuan *Quizalize* dan siswa yang memperoleh pembelajaran konvensional, mendeskripsikan *self-confidence* matematis siswa, serta mendeskripsikan keterkaitan antara kedua variabel tersebut. Metode yang digunakan adalah kuasi eksperimen dengan desain *Non-equivalent Control Group Design*. Penelitian ini memiliki populasi dan sampel yang sama yaitu kelas VII-A dan VII-B di salah satu MTs di Kota Bandung. Instrumen yang digunakan berupa tes kemampuan pemahaman konsep matematis yang telah teruji valid dan reliabel, lembar observasi, dan angket *self-confidence*. Hasil penelitian menunjukkan keterlaksanaan pembelajaran berada pada kategori sangat baik. Peningkatan pemahaman konsep matematis pada siswa yang memperoleh pembelajaran SGD berbantuan *Quizalize* berbeda secara signifikan dan lebih tinggi dibandingkan pembelajaran konvensional. *Self-confidence* matematis siswa berada pada kategori tinggi pada seluruh indikator, serta menunjukkan kecenderungan hubungan yang searah dengan pemahaman konsep matematis, meskipun tidak bersifat mutlak pada setiap individu. Dengan demikian, SGD berbantuan *Quizalize* dapat dijadikan alternatif untuk meningkatkan kemampuan kognitif dan afektif siswa dalam pembelajaran matematika.

Kata Kunci: Pemahaman Konsep Matematis, *Quizalize*, *Self-Confidence*, *Small Group Discussion* (SGD)

ABSTRACT

Nisrina Nurul Husna, 1222050109 (2026) "The Application of Small Group Discussion Assisted by Quizalize to Improve Students' Mathematical Conceptual Understanding and Self-Confidence"

Students' mathematical conceptual understanding and mathematical self-confidence need to be improved, as both play an important role in the success of mathematics learning. This study aims to describe the implementation of Small Group Discussion (SGD) learning assisted by Quizalize, to analyze the difference in the improvement of mathematical conceptual understanding between students who received SGD learning assisted by Quizalize and students who received conventional learning, to describe students' mathematical self-confidence, and to describe the relationship between the two variables. The method used was a quasi-experiment with a Non-equivalent Control Group Design. This study had the same population and sample, namely classes VII-A and VII-B at an MTs in Bandung City. The instruments used were a mathematical conceptual understanding test that had been tested for validity and reliability, an observation sheet, and a self-confidence questionnaire. The results showed that the implementation of learning was in the very good category. The improvement in mathematical conceptual understanding of students who received SGD learning assisted by Quizalize differed significantly and was higher than that of students who received conventional learning. Students' mathematical self-confidence was in the high category on all indicators, and showed a tendency toward a directionally consistent relationship with mathematical conceptual understanding, although this was not absolute for every individual. Thus, SGD assisted by Quizalize can be used as an alternative to improve students' cognitive and affective abilities in mathematics learning.

Keywords: *Mathematical Conceptual Understanding, Quizalize, Self-Confidence, Small Group Discussion (SGD)*