

ABSTRAK

Safa Akmalia Zahra, 1222050144, 2026 “Implementasi Model Pembelajaran *Giving Question Getting Answer* (GQGA) Berbantuan Aplikasi *FlipBuilder* Untuk Meningkatkan Pemahaman Konsep Matematis dan *Self-Regulated Learning* Peserta Didik”

Penelitian ini dilatarbelakangi oleh pentingnya pemahaman konsep matematis dan *Self-Regulated Learning* (SRL) peserta didik dalam pembelajaran matematika. Penelitian ini bertujuan untuk menganalisis keterlaksanaan model pembelajaran *Giving Question Getting Answer* (GQGA) berbantuan aplikasi *FlipBuilder*, serta dampaknya terhadap peningkatan pemahaman konsep matematis dan *Self-Regulated Learning* peserta didik. Penelitian ini menggunakan metode *quasi experiment* dengan desain *Nonequivalent Pre-test Post-test Control Group Design*. Populasi penelitian mencakup seluruh peserta didik kelas VIII di SMP Negeri 26 Bekasi, dengan sampel kelas VIII A dan VIII E yang dipilih dengan *cluster random sampling*. Fokus materi yang diajarkan adalah Persamaan Linear Satu Variabel (PLSV) dengan durasi intervensi selama tiga pertemuan. Instrumen penelitian berupa tes pemahaman konsep matematis, angket SRL, dan lembar observasi. Hasil penelitian menunjukkan bahwa keterlaksanaan model GQGA berbantuan aplikasi *FlipBuilder* mencapai kualifikasi sangat baik, dengan ketercapaian aktivitas guru sebesar 96,9% dan aktivitas peserta didik sebesar 98,2%. Pada aspek kognitif, terdapat perbedaan peningkatan pemahaman konsep matematis yang signifikan antara kelas eksperimen dan kelas kontrol, dengan rata-rata *N-Gain* masing-masing sebesar 0,366 dan 0,209. Pada aspek afektif, terdapat peningkatan skor SRL pada kelas eksperimen dengan rata-rata *pre*-angket sebesar 56,9 menjadi 59,6 pada *post*-angket. Temuan ini menunjukkan bahwa implementasi model GQGA berbantuan *FlipBuilder* terlaksana dengan sangat baik dan dapat mendukung peningkatan pemahaman konsep matematis serta *Self-Regulated Learning* peserta didik.

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Kata kunci : *Giving Question Getting Answer* (GQGA), *FlipBuilder*, Pemahaman Konsep Matematis, *Self-Regulated Learning*.

ABSTRACT

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The background of this study is how important students' mathematical concept understanding and Self-Regulated Learning to learning mathematics. This study was intended to identify the result of the implementation of the Giving Question Getting Answer (GQGA) learning with FlipBuilder application, also the impact of it for students' mathematical concept understanding. The method that this study use is quasi experiment with Nonequivalent Pre-Test Post-Test Control Group Design. The population is included all 8th grade students at SMPN 26 Bekasi, with VIII A and VIII E as the sample that chosen by cluster random sampling method. The focus of the learning material was Linear Equations in One Variabel (PLSV), with the ontervention conducted over three meetings. The research instrumens consisted of a mathematical conceptual understanding test, a SRL questionnaire, and an observation sheet. The results showed that the implementation of the GQGA model assisted by the FlipBuilder application achieved a very good qualification, with teacher activity reaching 96.9% and student activity reaching 98.2%. in the cognitive aspect, there was a signifct difference in the improvement of students' mathematical concept understanding between the experimental and control classes, with mean N-Gain scores of 0.366 and 0.209, respectively. In the affective aspect, the experimental class showed an increase in SRL scores, with the mean pre-questionnaire score increasing fro, 56.9 to 59.6 on the post-questionnaire. These findings indicate that the implementation of the GQGA model assisted by FlipBuilder was conducted very well and can support the improvement of students' mathematical conceptual understanding and Self-Regulated Learning.

Keywords: Giving Question Getting Answer, FlipBuilder, Mathematical Conceptual Understanding, Self-Regulated Learning.