

ABSTRAK

Yeni Yulianti, 1222050177, 2026, “Penerapan Model *Team-Based Learning* (TBL) Berbantuan *Padlet* sebagai *Digital Gallery Walk* untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis Siswa”

Kemampuan pemahaman konsep matematis merupakan salah satu kemampuan penting dalam pembelajaran matematika yang perlu dikembangkan melalui pembelajaran yang mendorong keterlibatan dan kerja sama siswa. Penelitian ini bertujuan untuk mengetahui kualitas pelaksanaan pembelajaran dengan menggunakan model *Team-Based Learning* (TBL) berbantuan *Padlet* sebagai *Digital Gallery Walk*, peningkatan kemampuan pemahaman konsep matematis siswa dibandingkan dengan pembelajaran konvensional, serta respons siswa terhadap pembelajaran yang diterapkan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *Non-equivalent Pretest Posttest Control Group Design*. Populasi penelitian adalah seluruh siswa kelas IX pada salah satu sekolah swasta, dengan sampel berupa kelas eksperimen dan kelas kontrol. Instrumen penelitian terdiri atas lembar observasi, tes uraian, dan angket respons siswa. Instrumen tes dan non-tes divalidasi melalui *expert judgement*, dengan instrumen tes juga memenuhi kriteria validitas, reliabilitas, tingkat kesukaran, dan daya pembeda. Teknik analisis data meliputi analisis kualitas pelaksanaan pembelajaran, N-Gain, uji normalitas, uji homogenitas, uji *Mann-Whitney*, dan analisis respons siswa menggunakan skala *Likert*. Hasil penelitian menunjukkan bahwa kualitas pelaksanaan pembelajaran berada pada kategori sangat baik. Peningkatan kemampuan pemahaman konsep matematis siswa pada kelas eksperimen berada pada kategori tinggi, sedangkan kelas kontrol berada pada kategori sedang, dan peningkatan pada kelas eksperimen lebih baik dibandingkan kelas kontrol. Respons siswa terhadap pembelajaran berada pada kategori sangat baik. Berdasarkan pengalaman penelitian, pelaksanaan TBL berbantuan *Padlet* sebagai *Digital Gallery Walk* perlu memperhatikan pengelolaan waktu dan alur kegiatan agar pembelajaran dapat berlangsung secara optimal.

Kata Kunci: *Digital Gallery Walk*, Kemampuan Pemahaman Konsep Matematis, *Padlet*, SPLDV, *Team-Based Learning*.

ABSTRACT

Yeni Yulianti, 1222050177, 2026, “The Implementation of the Team-Based Learning (TBL) Model Assisted by Padlet as a Digital Gallery Walk to Improve Students’ Mathematical Conceptual Understanding Ability”

Mathematical conceptual understanding is one of the important abilities in mathematics learning that needs to be developed through learning activities that encourage student engagement and collaboration. This study aimed to determine the quality of learning implementation using the Team-Based Learning (TBL) model assisted by Padlet as a Digital Gallery Walk, the improvement of students’ mathematical conceptual understanding compared to conventional learning, and students’ responses to the implemented learning. This study employed a quantitative approach using a quasi-experimental method with a Non-equivalent Pretest-Posttest Control Group Design. The population consisted of all ninth-grade students at a private school, with the sample consisting of an experimental class and a control class. The research instruments consisted of an observation sheet, an essay test, and a student response questionnaire. The test and non-test instruments were validated through expert judgment, with the test instrument also meeting the criteria for validity, reliability, difficulty level, and discriminating power. The data analysis techniques included analysis of the quality of learning implementation, N-Gain, normality test, homogeneity test, Mann-Whitney test, and analysis of student responses using a Likert scale. The results showed that the quality of learning implementation was categorized as very good. The improvement in students’ mathematical conceptual understanding in the experimental class was categorized as high, while that in the control class was categorized as moderate, and the improvement in the experimental class was higher than that in the control class. Students’ responses to the implemented learning were categorized as very good. Based on the experience gained from the research, the implementation of TBL assisted by Padlet as a Digital Gallery Walk needs to pay attention to time management and the flow of activities so that the learning process can be carried out optimally.

Keywords: *Digital Gallery Walk, Mathematical Conceptual Understanding, Padlet, SPLDV, Team-Based Learning.*