

ABSTRAK

Fitri Destiani Putri, 1222050050 (2026). “Penerapan Model *Game-Base Learning* Berbasis Monopoli pada Materi Aljabar untuk Meningkatkan Pemahaman Konsep Matematis dan *Student Engagement* Peserta Didik”

Kemampuan pemahaman konsep matematis peserta didik perlu dikembangkan melalui pembelajaran yang mampu melibatkan peserta didik secara aktif dan menciptakan pengalaman belajar yang bermakna. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan pemahaman konsep matematis peserta didik melalui penerapan model *Game-Base Learning* berbasis monopoli dibandingkan dengan pembelajaran konvensional serta mengetahui *student engagement* peserta didik setelah mengikuti pembelajaran tersebut. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *Non-equivalent Control Group Design*. Sampel penelitian terdiri atas peserta didik kelas VIII di SMP Negeri 51 Bandung Tahun Ajaran 2025/2026 yang terbagi menjadi kelas eksperimen dan kelas kontrol. Instrumen penelitian yang digunakan berupa tes kemampuan pemahaman konsep matematis, angket *student engagement*, dan lembar observasi. Data penelitian dianalisis menggunakan analisis deskriptif, N-Gain, uji normalitas, dan uji perbedaan untuk mengetahui peningkatan kemampuan pemahaman konsep matematis serta analisis angket dan observasi untuk mengetahui *student engagement*. Hasil penelitian menunjukkan bahwa peningkatan kemampuan pemahaman konsep matematis peserta didik yang memperoleh pembelajaran menggunakan model *Game-Base Learning* berbasis monopoli lebih baik dibandingkan peserta didik yang memperoleh pembelajaran konvensional. Peningkatan kemampuan pemahaman konsep matematis pada kelas eksperimen berada pada kategori sedang, sedangkan kelas kontrol berada pada kategori rendah. *Student engagement* peserta didik setelah mengikuti pembelajaran menggunakan model *Game-Base Learning* berbasis monopoli berada pada kategori sangat tinggi. Dengan demikian, model *Game-Base Learning* berbasis monopoli dapat menjadi salah satu alternatif pembelajaran matematika yang mendukung peningkatan pemahaman konsep matematis dan keterlibatan peserta didik dalam proses pembelajaran.

Kata kunci: *Game-Base Learning* berbasis monopoli, kemampuan pemahaman konsep matematis, *student engagement*, SPLDV.

ABSTRACT

Fitri Destiani Putri, 1222050050 (2026). "The Implementation of Monopoly-Based Game-Base Learning to Improve Students' Mathematical Conceptual Understanding and Student Engagement in Algebra"

Students' mathematical conceptual understanding needs to be developed through learning that actively engages students and provides meaningful learning experiences. This study aimed to determine the improvement of students' mathematical conceptual understanding through the implementation of a Monopoly-based Game-Base Learning model compared with conventional learning and to examine students' student engagement after participating in the learning process. This study employed a quantitative approach using a quasi-experimental method with a Non-equivalent Control Group Design. The research sample consisted of eighth-grade students at SMP Negeri 51 Bandung in the 2025/2026 academic year, who were divided into an experimental class and a control class. The research instruments consisted of a mathematical conceptual understanding test, a student engagement questionnaire, and an observation sheet. The data were analyzed using descriptive analysis, N-Gain, normality testing, and difference testing to determine the improvement in mathematical conceptual understanding, as well as questionnaire and observation analyses to examine students' student engagement. The results showed that the improvement in students' mathematical conceptual understanding who received the Monopoly-based Game-Base Learning model was better than that of students who received conventional learning. The improvement in mathematical conceptual understanding in the experimental class was categorized as moderate, while that in the control class was categorized as low. Students' student engagement after participating in the Monopoly-based Game-Base Learning was categorized as very high. Therefore, the Monopoly-based Game-Base Learning model can serve as an alternative mathematics learning approach to support the improvement of students' mathematical conceptual understanding and engagement in the learning process.

Keywords: Monopoly-based Game-Base Learning, mathematical conceptual understanding, student engagement, Systems of Linear Equations in Two Variables (SLETV).