

ABSTRAK

Putri Najma Muthmainah, Penerapan Model *Problem Based Learning (PBL)* dengan Media *Board Game Algebra Quest* dalam Meningkatkan Pemahaman Konsep Matematis Siswa

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman konsep matematis siswa pada materi Persamaan Linear Satu Variabel (PLSV) yang disebabkan oleh pembelajaran yang masih bersifat prosedural dan kurang melibatkan siswa secara aktif. Tujuan penelitian ini adalah untuk mengetahui penerapan model *Problem Based Learning (PBL)* dengan media *Board Game Algebra Quest*, mengetahui peningkatan kemampuan pemahaman konsep matematis siswa yang menggunakan model *Problem Based Learning (PBL)* dengan media *Board Game Algebra Quest* apakah lebih baik daripada siswa yang menggunakan model pembelajaran konvensional. Penelitian ini menggunakan metode kuasi eksperimen yang melibatkan dua kelas dengan desain penelitian *The Nonequivalent Control Group Design*. Instrumen yang digunakan dalam penelitian ini yaitu lembar observasi aktivitas guru dan siswa serta tes kemampuan pemahaman konsep matematis yang sudah di uji butir soal dengan uji validitas, reliabilitas, daya beda, serta tingkat kesukaran. Hasil dari penelitian ini yaitu sintaks kegiatan pembelajaran model *Problem Based Learning (PBL)* dengan media *Board Game Algebra Quest* berada pada kategori sangat baik, peningkatan kemampuan pemahaman konsep matematis siswa yang menggunakan model *Problem Based Learning (PBL)* dengan media *Board Game Algebra Quest* lebih baik daripada dengan siswa yang menggunakan model pembelajaran konvensional, serta respons siswa terhadap penerapan pembelajaran matematika melalui model *Problem Based Learning (PBL)* berbasis media *Board Game Algebra Quest* memiliki respon positif.

Kata Kunci: *Board Game Algebra Quest*, Pemahaman Konsep Matematis, *Problem Based Learning (PBL)*, Persamaan Linear Satu Variabel (PLSV).

ABSTRACT

Putri Najma Muthmainah. *The Implementation of the Problem Based Learning (PBL) Model with the Algebra Quest Board Game Media in Improving Students' Mathematical Concept Understanding.*

This research is motivated by the low level of students' mathematical concept understanding in the topic of Linear Equations in One Variable, which is caused by learning that remains procedural and does not actively involve students. The objectives of this study are to determine the implementation of the Problem Based Learning (PBL) model with the Algebra Quest Board Game media, and to determine whether the improvement in students' mathematical concept understanding using the Problem Based Learning (PBL) model with the Algebra Quest Board Game media is better than that of students using the conventional learning model. This study employed a quasi-experimental method involving two classes with a Nonequivalent Control Group Design. The instruments used in this study consisted of teacher and student activity observation sheets and a test of mathematical concept understanding; the test items underwent validation, reliability, discrimination power, and difficulty level analyses. The results of this study indicate that the syntax of the Problem Based Learning (PBL) model with the Algebra Quest Board Game media falls into the very good category. Furthermore, the improvement in students' mathematical concept understanding using the Problem Based Learning (PBL) model with the Algebra Quest Board Game media is better than that of students using the conventional learning model. Overall, students' responses to the implementation of mathematics learning through the Problem Based Learning (PBL) model based on the Algebra Quest Board Game media, across three aspects namely towards PBL learning, mathematical concept understanding, and the Algebra Quest Board Game were positive.

Keywords: *Algebra Quest Board Game, Mathematical Concept Understanding, Problem Based Learning (PBL), Linear Equations in One Variable.*