ABSTRAK

Syakira Insani Kamila, 1222050160, 2026, "Implementasi Model *Team-Based-Learning* Berbantuan *Figjam* Untuk Meningkatkan Literasi Numerasi Dan *Self Regulated Learning* Peserta Didik"

Penelitian ini dilatarbelakangi oleh belum optimalnya kemampuan literasi numerasi dan *self-regulated learning* peserta didik dalam pembelajaran matematika. Penelitian ini bertujuan untuk mengetahui keterlaksanaan pembelajaran menggunakan model *Team-Based Learning* (TBL) berbantuan FigJam, perbedaan peningkatan kemampuan literasi numerasi, dan *self-regulated learning* peserta didik setelah penerapan model tersebut. Penelitian menggunakan metode *quasi experiment* dengan desain *Nonequivalent Pre-test Post-test Control Group Design*. Populasi penelitian adalah peserta didik SMP Plus Muthahhari, dengan sampel dua kelas, yaitu kelas eksperimen yang memperoleh pembelajaran TBL berbantuan FigJam dan kelas kontrol yang memperoleh pembelajaran konvensional. Instrumen utama berupa tes literasi numerasi dan angket *self-regulated learning* yang telah dinyatakan valid dan reliabel. Hasil penelitian menunjukkan bahwa pembelajaran TBL berbantuan FigJam terlaksana dengan baik. Peningkatan kemampuan literasi numerasi kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Penerapan TBL berbantuan FigJam juga mendukung *self-regulated learning* peserta didik melalui tanggung jawab individu, kerja sama, dan keterlibatan aktif. Berdasarkan pengalaman penelitian, penerapan model dan media ini perlu memperhatikan manajemen waktu, khususnya dalam pengaturan tahapan pembelajaran, diskusi kelompok, dan penggunaan media digital.

Kata kunci: *Team-Based Learning*, FigJam, literasi numerasi, *self-regulated learning*, garis dan sudut

ABSTRACT

Syakira Insani Kamila, 1222050160, 2026, "*Implementation of the Figjam-Assisted Team-Based Learning Model to Improve Students' Numeracy Literacy and Self-Regulated Learning*"

This study was motivated by the suboptimal numeracy literacy skills and self-regulated learning capabilities of students in mathematics instruction. The study aimed to examine the implementation of the Team-Based Learning (TBL) model assisted by FigJam, as well as the differences in the improvement of students' numeracy literacy and self-regulated learning following the model's application. A quasi-experimental method was employed using a Nonequivalent Pre-test Post-test Control Group Design. The study population consisted of students from SMP Plus Muthahhari, with a sample comprising two classes: an experimental class receiving TBL instruction assisted by FigJam and a control class receiving conventional instruction. The primary instruments were a numeracy literacy test and a self-regulated learning questionnaire, both of which were validated and proven reliable. The results indicate that the FigJam-assisted TBL instruction was successfully implemented. The improvement in numeracy literacy skills in the experimental class was greater than that in the control class. The application of FigJam-assisted TBL also supported students' self-regulated learning through individual responsibility, collaboration, and active engagement. Based on the research experience, implementing this model and medium requires careful attention to time management, particularly regarding the structuring of learning stages, group discussions, and the use of digital tools.

Keywords: Team-Based Learning, FigJam, numeracy literacy, self-regulated learning, lines and angles.